Core Knowledge Language Arts

Resources for English Language Learners

Grade 8 – Teacher Guide

GRADE 8 Core Knowledge Language Arts®

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Core Knowledge Language Arts

Resources for English Language Learners

GRADE 8

Core Knowledge Language Arts®

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Contents

Core Knowledge Language Arts *Resources for English Language Learners, Grade 8*

Teacher Guide

INTRODUCTION 1

How to Use This Book 2

Resources 4

- Graphic Organizers 4
- Sentence Frames 6
- Vocabulary Cards 6

Strategies 7

Instruction: Routines and Guides 8

Grouping and Instruction 14

LESSONS 15

LANGUAGE

- Lesson 1 Nouns and Noun Phrases 15
- Lesson 2 Pronouns 16
- Lesson 3 Verbs, Number, and Agreement 17
- Lesson 4 Verb Tense 18
- Lesson 5 Prepositions 20
- Lesson 6 Adjectives and Adverbs 21
- Lesson 7 Phrases and Clauses 22
- Lesson 8 Sentences 24

VOCABULARY

- Lesson 9 Determining Meaning: Visual Cues, Context Clues, and References 25
- Lesson 10 Determining Meaning: Word Parts 26
- Lesson 11 Everyday Language 28
- Lesson 12 Academic Language 30

SPEAKING AND LISTENING
Lesson 13 Asking and Answering Questions 31
Lesson 14 Active Listening 32
Lesson 15 Collaborative Discussion 33
Lesson 16 Adapting Language for Everyday and Academic Situations 34
Lesson 17 Persuading Others 35
Lesson 18 Oral Presentations 36
READING
Lesson 19 Summarizing and Paraphrasing 37
Lesson 20 Text Structures 39
Lesson 21 Evaluating Word Choice 40
Lesson 22 Analyzing, Evaluating, and Synthesizing 41
Lesson 23 Making Inferences and Drawing Conclusions 42
Lesson 24 Reading Narratives 43
Lesson 25 Reading Informational Texts 45
Lesson 26 Reading Persuasive Texts 47
WRITING
Lesson 27 Shared and Interactive Writing 49
Lesson 28 Transitions and Connecting Ideas 50
Lesson 29 Writing Narratives 52
Lesson 30 Writing Informational Texts 54
Lesson 31 Justifying Opinions 56
Lesson 32 Writing Persuasive Texts 57
Lesson 33 Evaluating Arguments 58
Lesson 34 Responding to Reading 59
Lesson 35 Readable Writing 62

STRATEGIES
Language and Vocabulary 64
Listening 65
Speaking 66
Reading 67
Skill-Specific Strategies 67
Writing 67

RESOURCES
SENTENCE FRAMES
Language and Vocabulary 68
Speaking and Listening 68

Reading 69
Writing 70
GRAPHIC ORGANIZERS
Word Map 71
5-Ws Chart 73
Venn Diagram 75
Sequence Chain 77
Cause-and-Effect Chart 79
Problem-and-Solution Chart 81
Main Idea–Details Cluster Map 83
Story Map 85
Character-Setting-Plot Diagram 87
LANGUAGE FUNCTIONS
Inform 89
Compare and Contrast 89
Order or Sequence 89
Classify or Categorize 89
Analyze 90
Infer and Conclude 90
Justify or Persuade 90
Solve Problems 91
Synthesize 91
Evaluate 91
LANGUAGE TRANSFER ISSUES
Sound-Symbol Correspondence 92
Listening for Individual Phonemes 92
Onset-Rime vs. Body-Coda 92
Grammatical Constructions 93
Syntactic Order 93
Sound Interference Between English and Other Languages 94
Spanish 94
Chinese 94
Korean 95
Arabic 95
Somali 95
Russian 96

Introduction

The lessons and activities in **Core Knowledge Language Arts© (CKLA) Resources for English Language Learners** are designed to support instruction of Core Knowledge English Language Arts and to provide materials for student practice of key English Language Development skills. The information in this resource is intended to be used in coordination with the Grade 8 CKLA reading, writing, language, and speaking and listening activities included in the grade-level Teacher Guides and Activity Book pages.

Content was developed using the California English Language Development Standards (ELD), which align with *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*, as a guide. The stages of language proficiency—emerging, expanding, and bridging—are included in each skill lesson so that teachers can make informed decisions on appropriate student support and practice.

LANGUAGE PROFICIENCY

EMERGING Language is used for necessary communication and for beginning levels with academic vocabulary and language.

EXPANDING Language is developing in variety and sophistication, with a larger vocabulary and more complex structures.

BRIDGING Language is used in a variety of ways, including interacting with complex contexts and academic tasks.

CORE KNOWLEDGE LANGUAGE ARTS RESOURCES FOR ENGLISH LANGUAGE LEARNERS

Teacher Resources

- Strategies—General and skill-specific approaches to content and skills
- Skill Lessons—Definitions, ELD standards, and language proficiency level examples
- Graphic Organizers—Simple visuals to focus on skills and organize information
- Sentence Frames—Sentence starters and frames to guide language production
- Language Transfer—Common and unique sounds in eight languages and connections to English
- Language Functions—Purposes for communication and examples

Student Resources

- Practice Pages—Activities, guides, examples, and practice are included in the Activity Book.
- Vocabulary Cards—Academic vocabulary with definitions, images, and examples

HOW TO USE THIS BOOK

This book is a resource and a companion to help you **plan** lessons that connect English language learners with the lessons in CKLA. You can use it to preview English language development **skills** and **strategies** for teaching language, reading, writing, and speaking and listening skills. You can also use the graphic organizers, activity pages, and academic vocabulary cards to help English learners **practice**.

DEFINE EACH SKILL

Each skill is connected to an ELD standard. The **skill is defined**, and nuances are clearly explained.

LESSON GUIDE

ACCESS TO EXAMPLES

Examples of the skill are clearly shown.

LESSONS: LANGUAGE

Language: Lesson 1 — **Nouns and Noun Phrases**

Nouns are people, places, or things. **Common nouns** are lowercase. **Proper nouns** are capitalized because they name a specific person, place, thing, or idea.

	Common Nouns	Proper Nouns
People	grandmother, child, firefighter	Alma, Karun, Principal Davis
Place	post office, city, park	San Diego, Yellowstone National Park, MLK Boulevard
Thing	computer, streetlight, airplane	Universal Declaration of Human Rights, Coronado Bridge, San Joaquin River
Idea	liberty, justice, peace	Islam, Hinduism, Marxism

Noun phrases have words added to nouns to describe them. Describing nouns helps readers and listeners visualize better. Adjectives, articles, and prepositions are added to nouns to describe them. Clauses are also embedded in sentences to describe nouns.

Amari reads three interesting and exciting stories for class.

Amari reads three stories, which are interesting and exciting, for class.

	Noun Phrase
EMERGING Add a sensory adjective to a noun	My friends play loud **songs**.
EXPANDING • Add a prepositional phrase to a noun • Add an adjective phrase to a noun	My friends play loud **songs** with funny lyrics. My friends play loud, funny **songs**.
BRIDGING • Add relative clauses • Add complement clauses	My **friends**, who are musicians, play loud songs. My friends play loud **songs** that make us all want to dance.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 101, 103, 104
Unit 2: pp. 58, 59, 76
Unit 3: pp. 54, 55, 56, 73, 74
Unit 8: p. 106

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 1

ELD.PII.8.B.4 Using nouns and noun phrases Expand noun phrases by adding: **Emerging:** sensory adjectives to enrich the meaning of sentences and add details. **Expanding:** prepositional or adjective phrases embedding to enrich the meaning of sentences and add details. **Bridging:** relative or complement clauses embedding to enrich the meaning of sentences and add details.

UNDERSTAND LEVELS OF LANGUAGE

Language proficiency levels note the skill each level is expected to meet.

CONNECT TO PRACTICE AND CKLA

Skill resources list related practice pages, graphic organizers, and strategies.

Connected CKLA lessons are noted for easy reference.

USE EXAMPLES TO PLAN EXPECTATIONS

Examples of language that is produced at each proficiency level are shown.

UNDERSTAND STANDARDS

ELD standards are listed for reference with language proficiency levels.

This book can be used in two ways:

1. Use this book as a companion to the Core Knowledge Language Arts lessons. On each Lesson Guide page, you will find the corresponding Core Knowledge lessons and the Practice page. You can use the Table of Contents to find corresponding skills and the reference boxes on each lesson page.

2. Use this book to offer English language learners support and guidance throughout all language arts lessons. You can preview the skills and identify lessons for English language learners to work with before the skill is taught. The Practice pages include a skill summary and can be used as a guide throughout all language arts lessons.

ACTIVITY BOOK PRACTICE PAGE

NAME: _____

DATE: _____

5 ACTIVITY PAGE Language

Prepositions

A preposition explains the relationship between other words in a sentence. These words can explain or describe:

Where something or someone is located	*above, at, behind, below, in, inside, into, near, on, over, to, under*	The books are **on** the shelf.
When something is happening	*after, before, during, for, from, in, of, since, until*	The concert will start **after** school.
How something is done	*along, around, as, by, down, through, with*	Thea **walks** to school with Yoshi.
Why something is the way it is	*because of, despite, due to, for, from*	We are late **because of** the rain.

Prepositions usually are part of a phrase, or a group of words that work together. Sometimes these prepositional phrases are set off by commas from the rest of a sentence, such as when they introduce an idea:

Over the weekend, we went to a farm.

Short phrases, with three or fewer words, often do not need a comma. This is also true if adding a comma would make the sentence more confusing:

Ulhas gave Tai a bag of candy **for his birthday.**

Use the prepositions listed in the table above to write the sentences.

1. Write a sentence about **when** you will go to the park:

   I will go to the park after school tomorrow.

2. Write a sentence about **where** the park is:

   The park is in the downtown area of the city.

EXAMPLES

Skills include examples for teachers to use as the skill is discussed.

REFERENCE TO SKILLS

Skill summaries at the top give students a reference to work on the practice and to use in the future.

PRACTICE SKILLS

Skill exercises give students a chance to practice and synthesize the skill.

Sample responses are provided for teachers.

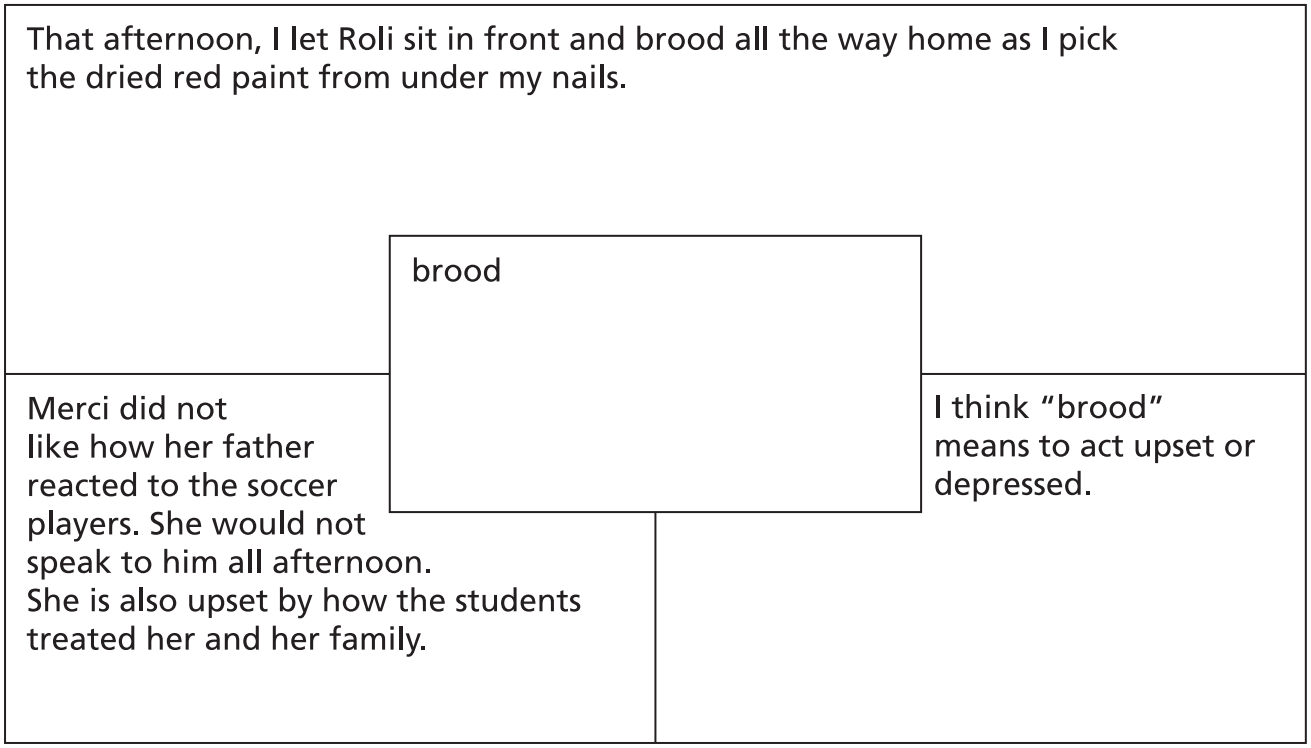
RESOURCES

Graphic Organizers

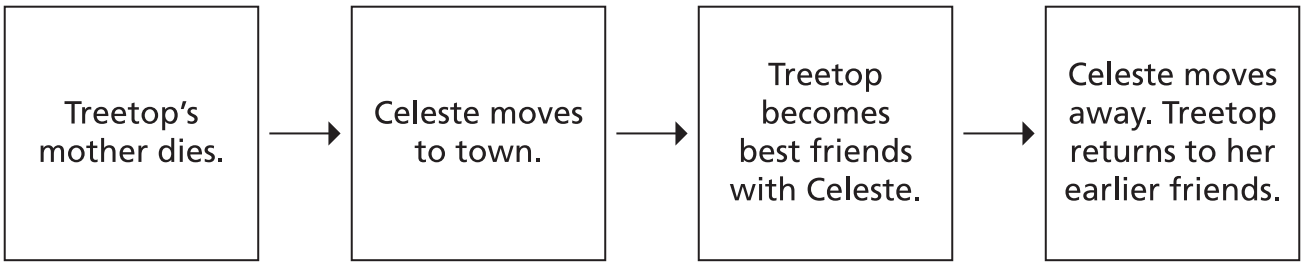
Graphic organizers for language, reading, and writing skills offer a tool for English learners to practice their understanding of each skill in a clear structure with prompts. Each graphic organizer is full page and reproducible for classroom use.

Examples of Graphic Organizers

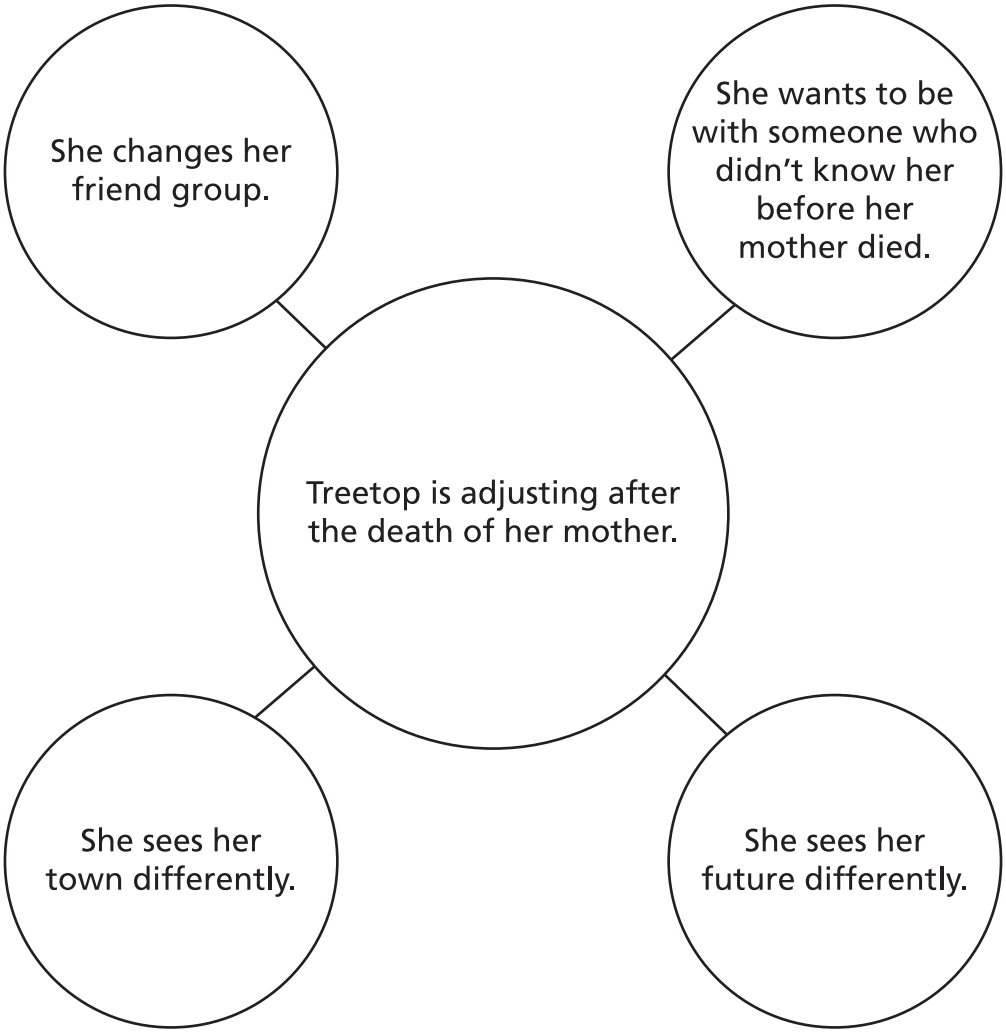
Word Map



Sequence Chain



Main Idea–Details Cluster Map



Sentence Frames

Sentence frames are useful prompts to guide and give structure to student responses. They also model correct sentence structure and grammar.

The main character of the story is ____.	The new word I learned is ____.
The first thing that happens in the story is ____.	I think that ____.

Vocabulary Cards

Vocabulary cards define academic words that appear often. Each word has a definition from Core Knowledge Language Arts, images that support the meaning of the word, and example sentences with the word used in context.

VOCABULARY CARD: mood

The mood of the picture is peaceful. The shining sun, walking trail, and flowers help communicate the mood.

In books, **mood** is an overall feeling created by the text and its illustrations.

Mood is developed through conflict, imagery, narration, and dialogue.

Examples of **mood**:

- funny
- sad
- creepy
- cheerful

Word and Definition

mood

noun

an overall feeling or emotional state communicated through conflict and imagery, as well as through narration and dialogue

Other Words for Mood

feeling

tone

frame of mind

attitude

spirit

CORE KNOWLEDGE LANGUAGE ARTS (CKLA) RESOURCES FOR ENGLISH LANGUAGE LEARNERS

STRATEGIES

Strategies for language, reading, writing, and speaking and listening give flexibility and options as you help English learners understand the skills. Ideas for more ways to illustrate and demonstrate the skills are given, as well as more general approaches that can apply to all skills.

Skill Specific Strategies

Each skill lesson and activity page lists strategies for students.

Language: Lesson 4 — Verb Tense

A **verb** has a tense that shows when an action happened. Looking at verb endings can indicate which verb tense is used.

Finding clue words in sentences that tell when something happened or specify a time can also help identify verb tense.

Verb Tense	Add an ending or word	Use time words as clues
present	play**s**, play**ing**	today, now
past	play**ed**	yesterday, a year ago
future	**will** play	tomorrow, next year

Simple Verb Tenses			
TENSE	**EMERGING**	**EXPANDING**	**BRIDGING**
Present	I play today.	Katrina plays soccer after school every day.	My friends and I play board games when it is raining.
Past	I played yesterday.	Katrina played soccer on Saturday at her game.	My friends and I played board games yesterday during the storm.
Future	I will play tomorrow.	Katrina will play soccer at camp next summer.	My friends and I will play board games tomorrow if the storm continues.

Another consideration for simple verb tense is for literary works that rely on literary present, where actions are written using the simple present tense even though the story took place a long time ago.

General Strategies

[See the Strategies section on page 64 for strategies for Language, Vocabulary, Speaking and Listening, Reading, and Writing.]

Grouping

> Grouping students with varying proficiency levels helps Bridging students practice and offers support for Expanding students. Emerging students can hear examples of language production and may feel comfortable contributing in a peer group.

Visual Supports

Use photographs, illustrations, or graphic organizers as visual support for learning words with more concrete meanings. For abstract vocabulary, images can still support a word's meaning with examples of the word used in context, such as showing a photo of someone singing and then using sentences such as *We like to sing loudly* and *We sing a song.* Gestures and actions can also be visual supports for words that show an action or position, such as walking in and out of the room for the words *enter* and *exit.*

INSTRUCTION: ROUTINES AND GUIDES

For Language, Speaking and Listening, Reading, and Writing, routines are provided to guide application of the skills. All resources are intended to be revisited as often as needed, as well as pairing lessons that relate; for example, pairing Vocabulary: Academic Language with Reading: Evaluating Word Choice can expand learning. The final step in any routine is to include the corresponding practice page and a discussion on responses. The lessons that apply to each skill are listed.

Language

Consider the following routines for ELD skills that relate to words, phrases, sentences, and building vocabulary. The skills in this resource are identified, but these routines can be used at any time and with any content.

Words

Lesson 10 Determining Meaning: Word Parts

An understanding of word patterns, roots, syllables, endings, and word origin can help with pronunciation and spelling. Knowing common roots, endings, and spelling patterns informs new words, which builds vocabulary.

Routine

- Define the word part (root, base, or prefix/suffix).
- Give examples of the word part and their meanings.
- Give examples of several words that have the same word part in common.
- Provide a few word parts, and have students say or write words with that word part.
- Explain that if students see a word with that word part, they already have help understanding the meaning of the word.

Example

- A prefix comes before the root/base (word) word.
- The prefix *pre* comes before a root word and means before.
  - o pre<u>vent</u>, pre<u>pare</u>, pre<u>dict</u>
- What words can you make with the prefix *pre*?
  - o prefer, preview
- You know that the prefix *pre* means before. What does *preheat* mean?

Parts of Speech

Lesson 1 Nouns and Noun Phrases

Lesson 2 Pronouns

Lesson 3 Verbs, Number, and Agreement

Lesson 4 Verb Tense

Lesson 5 Prepositions

Lesson 6 Adverbs and Adjectives

Lesson 7 Phrases and Clauses

Understanding the function of words and placement of words in sentences can provide a pattern that students can rely on when using words, forming phrases, and creating sentences.

Routine

- Define the part of speech.
- Give examples of the part of speech in isolation. Keep examples simple and focused. Avoid introducing plurals and multiple-meaning words. Use common words.
- Give examples of the part of speech in a simple, short sentence, highlighting the word or phrase. Point out the most common placement of the word in the sentence. Avoid using examples that have complex subject-verb agreement and/or details that require prepositional phrases.
- Provide a list of words, and ask students to identify which words represent the part of speech for that lesson.
- Provide sentence frames with blanks in the most common placement of the part of speech.

Example

- A noun is a person, place or thing.
  - student, friend, library, school, apple, desk
- Many nouns are at the beginning of sentences.
  - A friend helps me. The library has many books. The apple is red.
- Which words are nouns?
  - teacher, dance, book, box, garden, green, car, into, mother
- The ____ is here. The ____ is very close. The ____ is mine.

Sentences

Lesson 8 Sentences

Learning simple and complex sentence structures in English will help students interact with concepts and increase communication. Understanding that sentences form complete ideas will help distinguish them from phrases. Also encourage students to use phrases to communicate verbally and in writing.

Routine

- Define the parts of a sentence (subject, predicate).
- Review independent and dependent clauses.
- Give examples of simple sentences.
- Give examples of more complex sentences.
- Define and give examples of words that connect clauses (transitions, conjunctions).
- Provide clauses, and guide students to create simple and complex sentences.

Example

- A subject is a noun (person, place, or thing) that performs the action in a sentence. The predicate describes the action (verb).
- A sentence is an independent clause. It is a complete thought. It needs a subject and a predicate. A phrase is only part of a thought. A phrase is a dependent clause.
  - Complete thought: Although I was tired after work, I went to sleep late.
  - Incomplete thought: Although I was tired after work
- Complex sentences are created using transition words and conjunctions.
  - Transition words often tell when: After, While, Until, Then, As, Since, Yesterday. They can also tell why: Because, If.
  - Remember conjunctions with the acronym FANBOYS: For, And, Nor, But, Or, Yet, So
- Let's use these independent and dependent clauses to make sentences.

Until we finish our homework	We are ready for the test.
Since it is early	We ride bikes at the park.
Farrah loves music.	She dances to her favorite songs.

Vocabulary

Lesson 9 Determining Meaning: Visual Cues, Context Clues, and References

Lesson 10 Determining Meaning: Word Parts

Lesson 11 Everyday Language

Lesson 12 Academic Language

A key goal for learning a language is to build vocabulary. Acquiring understanding of unfamiliar words will make it easier to communicate orally, improve reading comprehension, and produce more complex writing. Students can use a variety of written and visual clues to determine meaning.

Guide Students

- In student reading, identify unfamiliar words and then clues students can use:
  - visuals such as photos or illustrations
  - context clues such as comparisons and contrasts
- Guide students in using print or online reference materials such as dictionaries and glossaries.
- In student reading and classroom conversation, point out everyday words and academic words, discussing concepts such as formal/informal, language used for conversation, and language used for learning.

Speaking and Listening

Lesson 13 Asking and Answering Questions

Lesson 14 Active Listening

Lesson 15 Collaborative Discussion

Lesson 16 Adapting Language for Everyday and Academic Situations

Lesson 17 Persuading Others

Lesson 18 Oral Presentations

Encouraging and prompting students to respond and participate orally will help them gain confidence and move them toward meaningful interactions with skills and texts. Giving frameworks and supports is essential and encourages any response, regardless of accuracy or level.

Guide Students

- In all classroom discussions, review active listening and respectful and collaborative discussion guidelines, including accepting all responses as valid.
- Review common language for academic interactions, giving students some examples on how to phrase their responses or ideas.
- Set a purpose or goal for discussions. Students who understand the reason for a discussion can approach the conversation with more focus.
- Create small groups with students at all levels of language proficiency to ensure a flow of ideas. Remind groups to include all students in the conversation.

- For oral presentations, be sure to give students enough time to prepare for each step and check in frequently to ensure students have the supports they need. Remind students that perfect speaking accuracy (accuracy in presentations) is not the goal—sharing their ideas is the goal.

Reading

Lesson 20 Text Structures

Lesson 24 Reading Narratives

Lesson 25 Reading Informational Texts

Lesson 26 Reading Persuasive Texts

The structure, features, and purposes of written text vary, and giving students a framework for how a text works will help them make sense of concepts and inform their approach when reading. The lessons noted above are likely best revisited multiple times with students before reading.

Guide Students

- Define text structures, using the examples provided.
- Define the specific features of narratives, informational texts, or persuasive texts.
- Compare and contrast genres, such as eliciting the difference between fiction and nonfiction, fantasy and essay, or opinion and informational text.
- Discuss the purpose of each writing assignment or response to reading, and connect it to the text type.
- Provide short examples of each text structure or genre.
- After each reading, discuss students' understanding of the text structure or genre, asking them to give examples.

Lesson 19 Summarizing and Paraphrasing

Lesson 21 Evaluating Word Choice

Lesson 22 Analyzing, Evaluating, and Synthesizing

Lesson 23 Making Inferences and Drawing Conclusions

Interaction with the ideas presented in a text not only helps with overall comprehension but also helps students access meaning at a deeper level, make connections, and connect the text to themselves. The skills presented above are all important and recur when reading. Revisit these skills as often as needed to guide students to understand and engage in the readings.

Guide Students

- Review the key concepts of main ideas and details and how they connect in fiction, as well as informational and persuasive texts.
- Review the key parts of texts: characters, plot, and theme.
- Review adjectives, adverbs, and figurative language to help with meaning, tone, mood, and theme.
- Review everyday and academic language.
- Discuss the concepts of facts, evidence, and opinion, guiding students to make considered evaluations based on what they read and not only on what they think.

- Provide think alouds for evaluating, summarizing, and drawing conclusions, ensuring that evidence from the text is included.

Writing

The writing process gives students time to record, refine, and share their ideas. It's important to ensure all students understand that each stage of the writing process is meant to focus their ideas and that the expectation is not to develop their writing as they move through the process. The goal of all writing should be to share ideas and reflections, focusing more on attempts to share than on perfect accuracy in writing. Encourage students to write in their home languages as needed and to use phrases and images.

Lesson 29 Writing Narratives

Lesson 30 Writing Informational Texts

Lesson 31 Justifying Opinions

Lesson 32 Writing Persuasive Texts

Lesson 33 Evaluating Arguments

Just as with reading texts, the structure, features, and purposes of writing vary. Using texts with similar structures or genres that students have read as models for their writing will help students with their approaches to writing assignments. The lessons noted above are likely best revisited multiple times with students before writing, as well as revisiting reading lessons that align.

Guide Students

- Define text structures, and explain that just as the texts students read have structures, so do the texts they write.
- Define the specific features of narratives, informational texts, or persuasive texts, and explain opinion and argument.
- Compare and contrast genres, such as eliciting the difference between fiction and nonfiction, fantasy and essay, or opinion and informational text.
- Discuss the purpose of each writing assignment or response to reading, and connect it to the text type.
- Provide short examples of each text structure or genre.
- Provide outlines for writing that address the key structures or features of the writing assignment.

Lesson 27 Shared and Interactive Writing

Lesson 28 Transitions and Connecting Ideas

Lesson 34 Responding to Reading

Lesson 35 Readable Writing

Plan writing assignments with groups of various proficiency, reminding everyone to work toward respectful and positive collaboration. Review the reason for writing, and remind students that their ideas should be based on the texts they read and not only on what they think. Encourage students to write in their home language as needed and to take notes using words and phrases and images.

Guide Students

- Review a simple writing assignment, noting each stage and its purpose from brainstorming, drafting, and revision, to the final, published form.
- Discuss the purposes for sharing ideas, such as to better understand a reading, to share information, or to respond to a text.
- Review Language lessons to ensure clear understanding of phrases, parts of speech, and sentences.
- Break writing assignments into smaller, shorter tasks that are focused and have a clear goal.

GROUPING AND INSTRUCTION

Collaborative groups that are carefully planned can help students acquire language, feel comfortable participating in class, and interact more deeply with skills and concepts. Consider the grouping strategies here, and refine groups as students increase their proficiency. The goals of all group structures are to encourage participation, allow for peer support, and interact with the skills and concepts.

Whole Group/Whole Class

This grouping is best used when teaching new concepts or skills, knowing that the purpose is to share information. In this grouping, students may not have the confidence to participate, so prompt students who have the confidence to respond while giving support to students who lack confidence and therefore need more support. If possible, introduce the new concepts in whole groups, and then switch to smaller groups of varying proficiencies for practice or application, to encourage more participation.

Small Group

These groups are ideal for discussions about concepts learned, opportunities to practice concepts, and brainstorming or peer reviews of texts read or of writing assignments. Structure small groups with students at higher levels of proficiency with the directive to encourage all group members to participate. Provide graphic organizers and sentence frames for students to reference in discussions. Check in with groups periodically to ensure everyone feels supported and heard.

Pairs

For this grouping, ensure that team members can support each other, and the teacher can offer the group supports such as graphic organizers, sentence frames, or a shared home language. Pairs can remain partners for single lessons or throughout an entire unit. The benefit of this long-term pairing is that trust and understanding are developed. Check in with pairs often to ensure it is a positive partnership, and switch pairs if it seems one partner needs more or less support.

LESSONS: LANGUAGE

Language: Lesson 1 — Nouns and Noun Phrases

Nouns are people, places, or things. **Common nouns** are lowercase. **Proper nouns** are capitalized because they name a specific person, place, thing, or idea.

	Common Nouns	Proper Nouns
People	grandmother, child, firefighter	Alma, Karun, Principal Davis
Place	post office, city, park	San Diego, Yellowstone National Park, MLK Boulevard
Thing	computer, streetlight, airplane	Universal Declaration of Human Rights, Coronado Bridge, San Joaquin River
Idea	liberty, justice, peace	Islam, Hinduism, Marxism

Noun phrases have words added to nouns to describe them. Describing nouns helps readers and listeners visualize better. Adjectives, articles, and prepositions are added to nouns to describe them. Clauses are also embedded in sentences to describe nouns.

Amari reads three interesting and exciting stories for class.

Amari reads three stories, which are interesting and exciting, for class.

	Noun Phrase
EMERGING Add a sensory adjective to a noun	My friends play <u>loud</u> **songs**.
EXPANDING • Add a prepositional phrase to a noun • Add an adjective phrase to a noun	My friends play loud **songs** <u>with funny lyrics</u>. My friends play <u>loud, funny</u> **songs**.
BRIDGING • Add relative clauses • Add complement clauses	My **friends**, <u>who are musicians</u>, play loud songs. My friends play loud **songs** <u>that make us all want to dance</u>.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 101, 103, 104
Unit 2: pp. 58, 59, 76
Unit 3: pp. 54, 55, 56, 73, 74
Unit 8: p. 106

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 1

ELD.PII.8.B.4 Using nouns and noun phrases Expand noun phrases by adding: **Emerging:** sensory adjectives to enrich the meaning of sentences and add details. **Expanding:** prepositional or adjective phrases embedding to enrich the meaning of sentences and add details. **Bridging:** relative or complement clauses embedding to enrich the meaning of sentences and add details.

A **pronoun** takes the place of a noun. Pronouns are used to make language more concise so that people, things, places, and ideas do not always have to be referred to by their names.

Pronouns have various cases: subjective, objective, possessive, and reflexive/intensive.

- A subjective pronoun acts as the subject of a sentence: **They** go to the gym.
- An objective pronoun acts as the object of the action: Maya gives **him** a pen.
- A possessive pronoun shows ownership: I put on **my** jacket.
- A reflexive or intensive pronoun is used when the subject and object are the same: They will have to do it **themselves**.

Case	Pronouns
subjective	I, you, he, she, it, we, you, they
objective	me, you, him, her, it, us, you, them
possessive	my, your, his, her, its, our, your, their
reflexive/intensive	myself, yourself, himself, herself, ourselves, yourselves, themselves

A pronoun can also be used to refer back to a noun that came before it, or the antecedent. Synonyms for the noun can also be used, as can nominalizations (nouns created by changing a verb, adjective, or adverb). These synonyms are not pronouns, but they do replace nouns.

	Antecedents and Pronouns
EMERGING Use pronouns to refer to nouns	**Samir** plays baseball at school. He is the catcher.
EXPANDING Use pronouns and synonyms to refer to nouns	**Naomi** plays flute in the city youth orchestra. As a dedicated musician, she wakes up early to practice.
BRIDGING Use pronouns, synonyms, and nominalizations to refer to nouns	**Samir and Naomi** sometimes **argue** about which requires more dedication: **baseball or music**. The argument is just for fun. They understand that both passions require dedication.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 63, 64, 83, 100
Unit 2: pp 54, 76
Unit 3: p. 57 **Unit 5:** p. 54
Unit 8: pp. 76, 78

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 2

ELD.PII.8.B.2 Understanding cohesion Refer the reader back or forward in text by using: **Emerging:** pronouns to refer back to nouns in text. **Expanding:** pronouns or synonyms to refer back to nouns and avoid repetition in text. **Bridging:** pronouns, synonyms, or nominalizations to refer back to nouns in text.

A **verb** describes the action in a sentence.

- Sometimes this action is something that a person can see happening:

  Marta **runs** down the field.

- The action can also be something a person can hear or feel happening:

  My teacher **asks** me to come to the front of the room. I **wonder** what activity we are doing.

- Verbs can also describe the action of being or having:

  Kenzo **was** at lunch with his friends, and he **was h**appy.

Verbs and nouns work together in a sentence. Just like a noun, a verb can be singular or plural. If a noun is singular, the verb used with it must also be singular. If a noun is plural, the verb must be plural, too.

	Verb Number and Agreement
EMERGING Use a variety of verbs on familiar topics	She **dances**. They **dance**.
EXPANDING Use a variety of verbs on an increasing variety of topics	Lixin **prepares** for a big test. Marcus and Alicia **prepare** for a big project.
BRIDGING Use a variety of verbs on a variety of topics	We **participate** in the race while Jaime **watches**.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: p. 104
Unit 5: p. 106
Unit 6: pp. 70, 71, 72, 86, 87

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 3

Most verbs end in *-s* when they are used with a singular subject and drop the *-s* when they are used with a plural subject. However, irregular verbs are formed differently.

	Singular Noun + Singular Verb	**Plural Noun + Plural Verb**
Regular verbs often use *-s* when the subject is singular.	The monkey **jumps** quickly. The zookeeper **grabs** a net.	The monkeys **jump** quickly. The zookeepers **grab** a net.
Irregular verbs are formed differently.	The monkey **is** tired. The zookeeper **sleeps** when the monkey **sleeps**.	The monkeys **are** tired. The zookeepers **sleep** when the monkeys sleep.

ELD.PII.8.B.3 Using verbs and verb phrases Emerging: Use a variety of verbs on familiar topics. **Expanding:** Use a variety of verbs on an increasing variety of topics. **Bridging:** Use a variety of verbs on a variety of topics.

A **verb** has a tense that shows when an action happened. Looking at verb endings can indicate which verb tense is used.

Finding clue words in sentences that tell when something happened or specify a time can also help identify verb tense.

Verb Tense	Add an ending or word	Use time words as clues
present	play**s**, play**ing**	today, now
past	play**ed**	yesterday, a year ago
future	**will** play	tomorrow, next year

Simple Verb Tenses			
TENSE	**EMERGING**	**EXPANDING**	**BRIDGING**
Present	I play today.	Katrina plays soccer after school every day.	My friends and I play board games when it is raining.
Past	I played yesterday.	Katrina played soccer on Saturday at her game.	My friends and I played board games yesterday during the storm.
Future	I will play tomorrow.	Katrina will play soccer at camp next summer.	My friends and I will play board games tomorrow if the storm continues.

Another consideration for simple verb tense is for literary works that rely on literary present, where actions are written using the simple present tense even though the story took place a long time ago.

Complex verb tenses often indicate if an action is ongoing or complete. Clue words about time are helpful, as is context. Helping verbs *have, had,* and *will* are often used.

Complex Verb Tense			
TENSE			
Progressive Present	am / is / are + present participle (*-ing*)	I <u>am playing</u> soccer today.	**EMERGING, EXPANDING, BRIDGING**
Progressive Past	was / were + present participle (*-ing*)	I <u>was playing</u> soccer yesterday when the rain started.	**EMERGING, EXPANDING, BRIDGING**
Progressive Future	will be + present participle (*-ing*)	In high school, I <u>will be playing</u> soccer in the rain.	**EMERGING, EXPANDING, BRIDGING**
Perfect Present	has / have + past participle *(-ed)*	I <u>have played</u> soccer for three years.	**EXPANDING, BRIDGING**
Perfect Past	had + past participle *(-ed)*	I <u>had played</u> soccer for twenty minutes when the rain started.	**EXPANDING, BRIDGING**
Perfect Future	will have + past participle *(-ed)*	I <u>will have played</u> soccer for seven years when I graduate high school.	**EXPANDING, BRIDGING**
Active Voice	The subject is doing the action.	People around the world <u>play</u> soccer.	**BRIDGING**
Passive Voice	The object is doing the action.	Soccer <u>is played</u> by people around the world.	**BRIDGING**
Declarative	A verb in a sentence that makes a statement	I <u>am playing</u> soccer.	**BRIDGING**
Interrogative	A verb in a sentence that asks a question	<u>Are</u> you <u>playing</u> soccer?	**BRIDGING**
Subjunctive	A verb in a sentence that makes a wish, proposal, or suggestion	I wish I <u>were playing</u> soccer.	**BRIDGING**

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: p. 106 **Unit 2:** pp. 57, 58, 59 **Unit 6:** pp. 70, 71, 73, 86, 87 **Unit 7:** pp. 64, 65, 66, 67, 73, 74 **Unit 8:** pp. 104, 105, 106, 107, 113, 114, 115

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 4

ELD.PII.8.B.3 Using verbs and verb phrases Emerging: Use a variety of verb tenses (e.g., past, present, future, simple, progressive). **Expanding:** Use an increasing number of verb tenses (e.g., past, present, future, simple, progressive, perfect). **Bridging:** Use a wide variety of verb tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive).

A **preposition** is a word that explains a relationship between other words in a sentence.

- It can explain a location, or where: **in** the bowl, **over** the fence.
- It can explain a time, or when: **before** the game, **until** tomorrow.
- It can describe how something is done: **with** a bat, **by** herself.
- It can describe why something is the way it is: **due** to our situation, **for** all the children.

Type of Preposition	Examples
Where?	above, at, behind, below, in, inside, into, near, on, over, to, under
When?	after, before, during, for, from, in, of, since, until
How?	along, around, as, by, down, through, with
Why?	because of, despite, due to, for, from

Since a preposition gives more information about other words, it is often used with those other words. This means that prepositions are usually at the beginning of a phrase—a group of words that stand together as a unit.

- The soup is **in** the bowl.
- Alma is speaking **during** the meeting.
- **Due to** the rain, the game was cancelled.

	Using Prepositions to Add Details
EMERGING Expand sentences with simple prepositional phrases	Grandma put her dress **in** the laundry. She has a concert **after** work.
EXPANDING Expand sentences with an increasing variety of prepositional phrases	She will put her music **on** the stand **in front of** her. **For** the first song, Grandma will play quietly **on** the piano.
BRIDGING Expand sentences with a variety of prepositional phrases	The concert is to raise money **for** animals that live **on** the streets or **in** shelters. **After** the concert, Grandma and the other musicians will go **to** the shelters **despite** the time.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 103, 104
Unit 2: pp. 58, 59
Unit 3: p. 55
Unit 5: pp. 106, 118
Unit 7: p. 65

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 5

Language Transfer Note: Many prepositions are used in collocations that will be unfamiliar to English learners, including idioms like *in danger of* and *agree on*.

ELD.PII.8.B.5 Modifying to add detail Expand sentences with: **Emerging:** simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process. **Expanding:** an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide detail to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process. **Bridging:** increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Adjectives describe or modify nouns and pronouns. Adjectives help you see, feel, hear, taste, and smell experiences that you read about. They can come before or after what they are describing.

Purpose of Adjective	Examples
To describe a noun or pronoun	The **old** bike is in the **black** bike rack. The wheels are **broken** and **flat**.

Adverbs modify or describe verbs. They can also describe adjectives and other adverbs. Most adverbs are formed by adding *-ly* to the end of an adjective.

Purpose of Adverb	Examples
To modify a verb	Samir reads **quickly**.
To modify an adjective	The book is **surprisingly** long.
To modify another adverb	Samir reads **extremely** quickly.

There are some adverbs that do not follow the *-ly* form. However, they still modify verbs, adjectives, or other adverbs. These include common adverbs like *very*, *quite*, *almost*, *always*, and *well*.

- Chi cheers **very** loudly.
- You danced **well** today!
- The song is **really** beautiful.

	Using Adverb Phrases to Add Detail
EMERGING Expand sentences with simple adverbs and adverb phrases	She plays video games **frequently**.
EXPANDING Expand sentences with an increasing variety of adverbs and adverb phrases	She **also** codes video games.
BRIDGING Expand sentences with a variety of adverbs and adverb phrases	Her own video games are **very** simple, but they **often** include **beautifully** made drawings.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 48, 54, 92, 93, 115 **Unit 2:** pp. 58, 59, 75, 76, 77, 82 **Unit 3:** pp. 54, 55, 56, 73 **Unit 5:** pp. 45, 52, 53, 79, 118, 119 **Unit 6:** p. 25 **Unit 7:** pp. 20, 78 **Unit 8:** p. 42

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 6

Language Transfer Note: The placement and order of adjectives and adverbs varies across languages. Additionally, the word *very* has no equivalent in some languages, which may repeat an adjective instead.

ELD.PII.8.B.5 Modifying to add detail Expand sentences with: **Emerging:** simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process. **Expanding:** an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide detail to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process. **Bridging:** increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

A **phrase** is a group of words relating to each other that is not a complete sentence.

A phrase can do the following:

- Begin with a preposition: The sheep jumped over the fence.
- Act like an adverb: They were in the neighbor's field in a few seconds.
- Redefine a noun: One sheep, the small black one, stayed in our field.
- Connect ideas: With short legs, she couldn't jump high.

A **clause** is a group of words with a subject and a verb directly tied to that subject. Sometimes a clause is also a complete sentence. This is called an **independent clause**.

But sometimes a clause cannot stand on its own as a sentence, even if it has a noun and a related verb. This is because of another word it contains, such as *when* or *if*. Then it is called a **dependent clause**.

- Independent clause: The sheep jumped.
- Dependent clause: When the dog barked, the sheep jumped.

Clauses and phrases can be used to expand sentences and give more information. They can also be used to condense ideas.

	Using Phrases and Clauses to Expand Sentences	Using Phrases and Clauses to Condense Ideas
EMERGING Expand sentences and condense ideas in simple ways	Bella wrote a story. Bella wrote a story in her notebook. Hasan liked the story. Hasan liked the story, because it was funny.	Marco wrote a poem. He gave it to his mom. → Marco wrote a poem, which he gave to his mom.
EXPANDING Expand sentences and condense ideas in an increasing variety of ways	Ming rode her skateboard. Every morning, Ming rode her skateboard to school. She practiced tricks on her skateboard. Every afternoon, she practiced tricks on her skateboard so she could skate in the city competition.	Nico made videos of Ming. She was skating. She could see how to improve. → Nico made videos of Ming while she was skating so she could see how to improve.
BRIDGING Expand sentences and condense ideas in a variety of ways	This is my favorite sweatshirt. This is my favorite sweatshirt, even though it is too small for me now. I need to buy a bigger sweatshirt. Therefore, I need to buy a bigger sweatshirt so I can wear it for another year.	We prepare for the test. We study each night. → Our preparation for the test is to study each night.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 54, 55, 83, 102, 103, 104, 115 **Unit 2:** pp. 58, 59, 76 **Unit 3:** pp. 54, 55, 56, 73, 74 **Unit 5:** pp. 106, 118 **Unit 6:** p. 88

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 7

ELD.PII.8.B.5 Modifying to add detail Expand sentences with: **Emerging:** simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process. **Expanding:** an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide detail to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process. **Bridging:** increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

ELD.PII.8.C.7 Condensing ideas Condense ideas in: **Emerging:** simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing, as in: This is a story about a girl. The girl changed the world. This is a story about a girl *who changed the world.*) to create precise and detailed sentences. **Expanding:** an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in: Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides, to *Organic vegetables are foods that are made without chemical fertilizers or insecticides.*) to create precise and detailed sentences. **Bridging:** a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in: They destroyed the rain forest. Lots of animals died*, The destruction of the rain forest led to the death of many animals*.) to create precise and detailed sentences.

A **sentence** must express a complete thought. To do that, it needs to include two things:

- A **subject**, or a person, place, thing, or idea performing some kind of action
- A **predicate**, or the word or words that describe this action

Since a sentence only needs these two parts, it may be very short. This is called a **simple sentence**:

I read. My friend writes.

Often, a sentence also includes other groups of words, or clauses. Sometimes a sentence is a combination of independent clauses, each of which is a sentence on its own. These clauses join ideas, usually with words like *and* or *but*. This is called a **compound sentence**:

Kato is in the gym class, **and** Pria is in the English class.

A sentence can also be a combination of an independent clause and a dependent clause, or a group of words that is not a sentence on its own. These clauses make it possible to do things like express or explain a reason. This is called a **complex sentence**:

We will all be in the cafeteria, a large room that gets very loud, in the middle of the day.

Sometimes a sentence is a combination of both multiple independent clauses and a dependent clause. These clauses can connect ideas that happen at the same time. This is called a **compound-complex sentence**:

We will all go to the playground because we have time, and we want to play kickball.

	Connecting Ideas in Sentences
EMERGING Create compound sentences using *and*, *but*, *so*	Sonja studies Spanish, but her sister studies French.
EXPANDING Create compound and complex sentences	Although I like math, history is my favorite subject.
BRIDGING Create compound, complex, and compound-complex sentences	Felipe just joined the school choir because he loves to sing, so he will be at the concert next month.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 54, 55, 81, 82, 83, 102, 103, 104, 105, 114
Unit 2: pp. 58, 59
Unit 3: pp. 38, 48, 73
Unit 5: p. 72 **Unit 6:** p. 88
Unit 7: pp. 64, 65, 66, 73, 74
Unit 8: pp. 113, 114

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 8

ELD.PII.8.C.6 Connecting ideas Combine clauses in: **Emerging:** a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*; creating complex sentences using *because)*. **Expanding:** an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason or to make a concession. **Bridging:** a wide variety of ways (e.g., creating compound and complex sentences and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas or to evaluate an argument.

Vocabulary: Lesson 9

Determining Meaning: Visual Cues, Context Clues, and References

When someone is reading, they will sometimes see a word whose meaning they do not know. This may be because they have never seen the word previously. It may also be because they know another meaning of that word that does not make sense in the current sentence.

There are many ways to determine the meaning of an unfamiliar or multiple-meaning word, such as *novel* in the following sentence:

> In class we are reading a *novel* about a girl and her family who move to America.

1. **Use visual cues, such as accompanying illustrations or photos.** For example, a reader could examine an illustration of the class reading a book.
2. **Use context clues, including nearby explanations, synonyms, antonyms/contrast, inferred relationships, or how punctuation is used.** For example, *reading* is presented as what you do with a *novel*.
3. **Use reference materials to investigate definitions and translations**. For example, an English-Spanish dictionary will translate *novel* as *novela* and define the word as meaning "a long fictional story."

	Using Clues and References to Determine Meaning
EMERGING Use context, visual cues, and reference materials to determine the meaning of words on familiar topics	Ms. Diaz is **chair** of the English department. Context clues: "Ms. Diaz is chair" "of the English department" Dictionary definition: the person in charge of a meeting or organization
EXPANDING Use context, visual cues, and reference materials to determine the meaning of words on familiar and new topics	The government **mints** new money each year. Context clues: "The government," "new money" Dictionary definition: to make a coin by stamping metal
BRIDGING Use context, visual cues, and reference materials to determine the figurative and connotative meaning of words on a variety of topics	The **cobbler** made shoes while her husband baked a peach **cobbler** for dessert. Context clue: "made shoes," "baked a peach cobbler," "for dessert"

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 41, 69, 92, 105
Unit 2: p. 86 **Unit 3:** p. 77
Unit 4: p. 63 **Unit 5:** p. 82
Unit 6: pp. 88, 89
Unit 7: p. 78

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 9

ELD.PI.8.B.6.c Reading/viewing closely Use context, reference materials, and visual cues to: **Emerging:** determine the meaning of unknown and multiple-meaning words on familiar topics. **Expanding:** determine the meaning of unknown and multiple-meaning words on familiar and new topics. **Bridging:** determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

When someone is reading, they will sometimes see a word whose meaning they do not know. Often a reader can break the word down into parts to try to determine its meaning that way. They can then use these parts with context clues to understand the word.

Many words in English have **roots**, or parts that come from other languages such as Greek or Latin. Roots can also be called base words. Knowing these roots can be helpful in deciphering word meaning. These roots can appear at the beginning, in the middle, or at the end of a word, as in these examples:

Root/Base	Meaning	Examples
arch/archi	"to govern, rule"	anarchy, matriarchy, patriarchy
crac/cract	"to govern, rule"	autocratic, democracy, democratic
dic/dict	"to say"	dictate, dictator, predict
duct/duc	"to lead, draw forth"	aqueduct, conduct, product
flu/fluct/flux	"to flow"	fluctuate, fluid, influx
liber/liver	"free"	liberal, liberate, liberty
mal	"bad"	malevolent, malicious, malware
neg	"to deny"	negate, negative, neglect
ver	"truth"	verdict, verify, verity

A reader can also break a word apart by identifying its **root** or base (the part that can stand alone), then any **prefixes** (part before the base) and **suffixes** (part after the base). By understanding the meaning of these parts separately, it becomes easier to understand them together:

The instructions were **unhelpful**.

root word = *help* prefix = *un-* ("not") suffix = *-ful* ("full of; having the qualities of")

The instructions did not help us understand.

	Using Word Parts to Determine Meaning
EMERGING Use affixes and root words in familiar topics	**anarchy:** *an-* (prefix for "not") + *arch* (root for "government") *-y* (suffix for "having the quality of") = not having government **misjudge:** *mis-* (prefix for "wrongly") + *judge* = judge wrongly **helpless:** *help* + *-less* (suffix for "without") = without help
EXPANDING Use affixes and root words in familiar and new topics	**The jury gave the verdict:** *ver* (root for "truth") + dict (root for "say") = a saying that is true; a decision **predate:** *pre-* (prefix for "before") + *date* = to come before **breathable:** *breath* + *-able* (suffix for "can be") = can breathe
BRIDGING Use affixes and root words in familiar and a variety of new topics	**autocratic:** *auto* (root for "self") *crat* (root for "to govern") *-ic* (suffix to make an adjective) = governing by oneself **dictator:** *dict* (root for "say") + *-ate* (suffix for "possessing") + *-or* (suffix to make a noun) = person who has the power to say; person who rules without listening to others **fluctuate:** *fluct* (root for "flow") + *-ate* (suffix for "possessing") = possessing the ability to flow, rise and fall irregularly

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 68, 69, 70, 92 **Unit 2:** pp. 67, 68, 86, **Unit 3:** pp. 65, 76, 77 **Unit 4:** pp. 53, 54, 63
Unit 5: pp. 81, 82, 94 **Unit 6:** pp. 81, 82, 83, 89 **Unit 7:** pp. 71, 72, 77, 78, **Unit 8:** pp. 108, 109, 115, 116

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 10

Graphic Organizer

Word Map

ELD.PI.8.B.6.c Reading/viewing closely Use knowledge of morphology (e.g., affixes, roots, and base words) to **Emerging:** determine the meaning of unknown and multiple-meaning words on familiar topics. **Expanding:** determine the meaning of unknown and multiple-meaning words on familiar and new topics. **Bridging:** determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

Everyday language is the way people speak with friends and close family on a day-to-day basis. Everyday language is simple, clear, and friendly. Using everyday language can help people to express themselves in simple and welcoming terms.

Everyday language is typically used for situations in which most people commonly find themselves. This can include when a person needs to:

- introduce themselves
- describe themselves
- ask for the time or directions
- run errands
- request help or advice
- attend school or an event
- share their opinion
- buy items they need

Sometimes everyday words in English and another language look similar and have similar meanings. These kinds of words are called **cognates**. Examples include:

- English-Spanish cognates: ambulance (*ambulancia*), festival (*festival*)
- English-Portuguese cognates: celebration (*celebração*), hospital (*hospital*)

However, there are also commonly used words that look the same in English but have very different meanings in another language. For example, *carpet* in English means a rug, but *carpeta* in Spanish means “folder.” It is important to watch out for these false cognates.

	Using Everyday Language
EMERGING Use simple phrases, *yes-no* answers, and *wh-* questions	What time is it? It is __ o'clock. Who is your friend? My friend is _____. Do you have ___? Yes, I do. No, I don't. Hi, my name is _____. What is your name? I am looking for _____. Please call 911 for help.
EXPANDING Ask relevant questions, add relevant information, and paraphrase key ideas	Where is the _____? It is in/at _____. When is the _____? It is at __ o'clock. I think _____ said _____. I am from _____. It is south of here. Where are you from? Could you please talk slower? Where is the police station (fire station, hospital)?
BRIDGING Add relevant information and evidence, build on responses, and provide useful feedback	I found an example of this on page ___. To add onto what _____ is saying, _____. I agree with _____'s point, but _____. My address/phone number is _____. What is your address/phone number? Thank you for sharing. Could you repeat that, please? I need help because _____.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Small-Group Activities

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 11

ELD.PI.8.A.1 Exchanging information/ideas Use everyday language by **Emerging:** engaging in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases. **Expanding:** contributing to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. **Bridging:** contributing to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

Academic language is different from everyday language, or the way people speak to others on a day-to-day basis. Academic language is formal language with precise terms people use in a school, office, or business setting when talking or writing about their learning. This type of language is more difficult to learn by listening and absorption—it usually needs to be taught and learned intentionally.

To do this, a person needs to gradually get to know terms with specific meanings. These words often fall into the following categories:

- **General academic terms:** Words that can be used across types of speaking and writing, such as *specific* and *contrast*
- **Domain-specific terms:** Words applied to individual academic subject areas, such as *scene* (English language arts), *cell* (science), *fraction* (math)
- **Synonyms, antonyms, and figurative language**: Words used to restate, contrast, and describe ideas to provide a reader or listener with additional meaning and explanation, such as *His eyes were like stars*. (His eyes shone like stars.)

	Using Academic Language
EMERGING Use general academic words and domain-specific language	**specific:** particular, pertaining to one person or thing **contrast:** to compare to make differences clear **scene:** part of a story or play **cell:** smallest unit of an organism **fraction**: a part of a whole
EXPANDING Use academic words, domain-specific language, and synonyms and antonyms	**significant:** being important; synonyms = important, major; antonyms = insignificant, unimportant, minor **function:** the purpose that a person or object fulfills; synonyms = purpose, role, use **irony:** surprising contrast between what one expects and what happens **suspense:** a state of anxiety or excitement about what will happen
BRIDGING Use academic words, domain-specific language, synonyms and antonyms, and figurative language	**adequate:** enough for the need or situation; synonyms = sufficient, satisfactory; antonyms = deficient, inadequate, improper **analysis:** a careful study; synonyms = examination, inquiry **analogy:** a comparison between two different things; synonyms = resemblance, similarity; antonym = dissimilarity **cell membrane:** the part of a cell that encloses the contents of the cell

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 33, 34, 35, 44, 45, 46, 47, 61, 62, 75, 76, 87, 88, 97, 98, 110, 111, 120, 121 **Unit 2:** pp. 17, 18, 21, 22, 29, 30, 34, 35, 41, 42, 47, 48, 53, 54 **Unit 3:** pp. 19, 23, 24, 29, 30, 33, 34, 40, 41, 45, 46, 50, 51, 59, 60, 69, 70 **Unit 4:** pp. 18, 212, 22, 30, 31, 40, 41, 46, 50, 51, 53, 54 **Unit 5:** pp. 23, 26, 27, 34, 35, 40, 41, 42, 49, 55, 56, 62, 63, 68, 69, 76, 87, 88, 100, 101 **Unit 6:** pp. 17, 21, 22, 28, 29, 32, 33, 34, 35, 41, 42, 46, 47, 52, 53, 59, 60, 66, 67, 77, 78 **Unit 7:** pp. 17, 18, 21, 22 **Unit 8:** pp. 19, 20, 21, 27, 28, 36, 37, 44, 45, 46, 54, 55, 59, 60, 67, 68, 72, 73, 85, 86, 87, 96, 97

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 12

ELD P1.8.C.12.a Selecting language resources Emerging: Use a select number of general academic words and domain-specific words to create some precision while speaking and writing. **Expanding:** Use a growing set of academic words, domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. **Bridging:** Use an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Speaking and Listening: Lesson 13 — Asking and Answering Questions

A person may ask a question for a variety of reasons. They may want to exchange information or develop a better understanding of an idea. Or they may want to learn about another person or express an opinion they have.

In English, there are six basic question words that are used to gather information and solve problems:

- **Who?**
- **When?**
- **Why?**
- **What?**
- **Where?**
- **How?**

These question starters are usually followed by more words that indicate what the other person is being asked to explain, such as *Who called you on the phone?* or *How did you know where to find me?* When a person answers such a question, they need to pay attention to those other words to know how to respond, such as *Simone called me on the phone.*

	Asking and Answering Questions
EMERGING Ask and answer *yes-no* and *wh-* questions	***Who** is your math teacher?* Ms. Cruz is my math teacher. ***What** book are you reading?* I'm reading *Esperanza Rising*.
EXPANDING Ask and answer relevant questions	***Where** is that example in the book?* It is on page ___. ***When** is art class?* It is every Thursday at 10 a.m.
BRIDGING Ask and answer relevant questions and build on responses	***Why** are we studying history?* We want to learn about past civilizations. ***How** did you feel about the test?* I felt pretty good because I studied a lot.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Small-Group Activities

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 13

Graphic Organizer

5-Ws Chart

Language Transfer Note: When answering questions, the issue of politeness and conditional verbs may occur. "Polite" can be culturally specific and may require modeling. This includes differentiating between shifts in verb tense (*can/could*, *will/would*) for certain "polite" requests.

ELD.PI.8.A.1 Exchanging information/ideas Use everyday language by **Emerging:** engaging in conversational exchanges and expressing ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases. **Expanding:** contributing to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. **Bridging:** contributing to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

A person listens to someone else speak for a wide variety of reasons. They may listen to learn something new, to gather information, to know which questions to ask, or to be a better participant in a conversation.

Active listening has different components.

Before listening, a person can prepare to actively listen by:

- making predictions (*I think . . . will happen*. *The image shows . . . .*)
- building/revisiting vocabulary ahead of time (*An example of . . . is . . . .*)
- preparing their body to listen (open, interested posture and eye contact)

During active listening, a person can monitor their understanding by:

- repeating information
- summarizing/paraphrasing information
- asking questions

After active listening, a person can ask clarifying questions to check their understanding (including politely asking for clarification due to pronunciation).

	Using Active Listening Skills
EMERGING Ask and answer basic questions with prompting	Who ___? Where ___? What does ___ mean?
EXPANDING Ask and answer detailed questions with some prompting	Why did ___? What will happen ___? Is ___ an example of ___?
BRIDGING Ask and answer detailed questions with minimal prompting	If ___ happened then, why/when did ___ happen next? How is ___ like ___? What is different about ___?

Grade 8 Core Knowledge Language Arts® Teacher Guide

Small-Group Activites

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 14

Graphic Organizer

5-Ws Chart

ELD P1.8.B.5 Listening actively Demonstrate active listening in oral presentation activities by **Emerging:** asking and answering basic questions, with prompting and substantial support. **Expanding:** asking and answering detailed questions, with occasional prompting and moderate support. **Bridging:** asking and answering detailed questions, with minimal prompting and support.

Having a collaborative discussion about a text, skill, or idea requires a balanced exchange of information. One person speaks while the others listen, consider how to respond, and then do so. By taking turns and repeating this process, people can introduce new ideas—and learn new ways of expressing themselves.

The responses that people give in a collaborative discussion can have different purposes, including:

- identifying details and main ideas
- confirming understanding
- showing agreement
- soliciting opinions
- building on earlier responses
- giving feedback

EMERGING Ask and answer *yes-no* and *wh-* questions *(who, what, where, when, why)*, respond using simple phrases	Do you like the book? I do/do not like the book because ___. Who is the main character? The main character is ___. Where is the book set? The book is set ___. Why does the character ___ act ___? ___ acts like that because ___.
EXPANDING Take turns in discussion, ask relevant questions, affirm others, add relevant information	It is ___'s turn to talk. That's a good question because ___. My favorite part of the book is ___ because___. What's your favorite part?
BRIDGING Build on responses and provide useful feedback	I agree with ___. I also think ___. Have you thought about ___? I enjoyed your comment about ___ because ___. The strongest part of your answer is ___. I connected with ___ because_____.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Small-Group Activities

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 15

Graphic Organizer

5-Ws Chart

ELD P1.8.B.5 Listening actively Demonstrate active listening in oral presentation activities by **Emerging:** asking and answering basic questions, with prompting and substantial support. **Expanding:** asking and answering detailed questions, with occasional prompting and moderate support. **Bridging:** asking and answering detailed questions, with minimal prompting and support.

Speaking and Listening: Lesson 16

Adapting Language for Everyday and Academic Situations

People typically adjust the way they speak depending on their current situation. For academic interactions, a person uses language suitable for a school, office, or business setting. This language is more polite and formal and may focus on a single topic, including any related reasoning and evidence. Such formal language might also be used outside of school, such as with an elderly neighbor or during a conversation with a salesperson.

In social situations with people someone knows, a person uses less formal language. This may include using slang, as well as switching topics and response order. This more casual language is typically used with friends, such as when making plans. It is also used in peer feedback.

	Adapting Language for Interactions
EMERGING Adjust for social setting and audience	**Academic:** Hello! I think/believe that ___. May I please ___? **Social:** Hey, what's up? Nothing! Who's that? What's that? They're my ___. It's a ___.
EXPANDING Adjust for purpose, task, and audience	**Academic:** Also/Additionally/Lastly, ___. In my opinion, ___. Someone may think _____, but ___. **Social:** When are we going? Soon! Where's my ___? It's on the ___.
BRIDGING Adjust for task, purpose, and audience	**Academic:** My hypothesis is ___. The steps we took are _____. The research found that ___. **Social:** Have you seen ___? It's amazing! But it could've been _____. I hear you. But it's more complicated. Think about ___.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 82, 100
Unit 4: p. 59 **Unit 5:** p. 130
Unit 6: p. 73

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 16

Language Transfer Note: "Polite" can be culturally specific and may require modeling. This includes differentiating between shifts in verb tense (*can/could, will/would*) for certain "polite" requests.

ELD P1.8.A.4 Adapting language choices Adjust language choices **Emerging:** according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher). **Expanding:** according to purpose (e.g., explaining, persuading, entertaining), task, and audience. **Bridging:** according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

When a person persuades someone else, they try to get that person to think or do something they want or need to happen. For example, a person may try to persuade a family member to drive them to the store. A person might also try to persuade a friend to change the way they feel about someone or something.

There are different ways to persuade someone when speaking to them. A person can state their need or want, then listen to how the other person responds. They can then use what they learn from that response (such as a person's objection to a request) to build an even stronger argument for why they should get what they want.

	Using Persuasive Speech and Strategies
EMERGING Use basic learned phrases and open responses to gain and hold the floor and ask for clarification	Can you please repeat that? I think ___. I'd like to add ___. My thoughts are ___. For example, ___.
EXPANDING Use expanded learned phrases and open responses to provide counterarguments	I agree/disagree because ___. While I agree that ___, what do you think about ___? If we look at ___ a different way, what would happen? Thank you for your perspective. What if we thought about ___?
BRIDGING Use learned phrases, open responses, and indirect reported speech in appropriate register to acknowledge new information and justify views	I heard ___ say ___, which is similar to what ___ said. I heard you say ___, and that's a good point. However, I still think ___ because ___. I learned from ___ that ___. Therefore, I think ___.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Small-Group Activities

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 17

ELD.PI.8.A.3 Supporting opinions and persuading others Negotiate with or persuade others in conversation. **Emerging:** (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases and open responses. **Expanding:** (e.g., to provide counterarguments) using expanded learned phrases and open responses. **Bridging:** (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech, and open responses.

In an oral presentation, a person speaks to an audience about a specific topic. The length of time a person speaks can vary, as can the topics discussed in the presentation. There are many reasons why a person might deliver an oral presentation, from a school project to a speech at a family gathering.

Since the audience must get all its information through the speaker, that person needs to present in an organized, interesting way. This may include:

- using visual aids (such as posters)
- including several details that connect to a main idea
- providing evidence to support these details
- speaking formally, slowly, and loudly

There are several different ways to start sentences in an oral presentation. These sentence starters can help the audience follow the progress of the ideas that the speaker is presenting.

	Delivering Oral Presentations
EMERGING Deliver brief informative oral presentations	Today I will be speaking about ___. One important fact about ___ is ___. Another key fact is ___. This topic is important because ___.
EXPANDING Deliver longer oral presentations, using details and evidence to support ideas	We know this because ___. For example, ___. According to ___, ___ As you can see here, ___.
BRIDGING Deliver longer oral presentations, using reasoning, evidence, and appropriate register	This evidence is critical because ___. As a result, ___. Therefore, we know ___. The research demonstrates ____.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Small-Group Activities

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 18

ELD P1.8.C.9 Presenting Plan and deliver **Emerging:** brief informative oral presentations on concrete topics. **Expanding:** longer oral presentations on a variety of topics, using details and evidence to support ideas. **Bridging:** longer oral presentations on a variety of concrete and abstract topics, using reasoning and evidence to support ideas, as well as a growing understanding of register.

Reading: Lesson 19 — Summarizing and Paraphrasing

It is often necessary to restate key information in a text. This can be done either through speaking or writing and by summarizing or paraphrasing.

- When a person **summarizes**, they give the author's main ideas in their own words. They do not include small details or their opinion of the text. The summary should be written or spoken in complete sentences.
- When a person **paraphrases**, they give the same information as the author but in their own words. The paraphrase includes both the main ideas and some details but not an opinion of the text. It should be written or spoken in complete sentences.

It is important that a summary or paraphrase uses original language and does not simply copy the author's language. After summarizing or paraphrasing, a person should have a better understanding of the text—and even be able to explain it to others.

	Summarizing and Paraphrasing
EMERGING Summarize and paraphrase using complete sentences and details	There are many kinds of natural disasters. Earthquakes, volcanic eruptions, and landslides are caused by the movement of Earth's plates. Hurricanes, tornadoes, floods, and drought are weather-related disasters. **Summary:** *Main idea:* There are lots of different natural disasters with different causes. *Detail:* Some natural disasters are related to the weather. **Paraphrase:** *Main idea:* Many natural disasters have different causes. *Details:* Some happen when Earth's plates move. Others happen because of the weather.
EXPANDING Summarize and paraphrase concisely using complete sentences and details	Sonya Sotomayor is the first Latin American Supreme Court justice. She was born in New York City to Puerto Rican parents. Her mother was a nurse, and her father was a factory worker. When Sonya was nine years old, her father died, and she turned to reading for comfort. This love of reading led her to a career as a lawyer, a judge, and eventually a justice on the highest court of the United States. **Summary:** *Main idea:* Sonya Sotomayor's passion for reading led her to become the first Latin American Supreme Court justice. *Detail:* When her father died, Sonya relied on books to comfort her. **Paraphrase:** *Main idea:* The first Latin American Supreme Court justice is Sonya Sotomayor. *Detail:* At age nine, Sonya lost her father, and she started reading books to make her feel better.
BRIDGING Summarize and paraphrase clearly and coherently using complete sentences and details	Ieoh Ming Pei, known as I. M. Pei, was a famous Chinese American architect. He was born in Canton, Guangzhou, China, and came to the United States when he was seventeen years old. He studied architecture at the Massachusetts Institute of Technology and Harvard University. He had an amazing career, designing famous buildings all over the world. **Summary:** I. M. Pei was a well-known Chinese American architect who designed many famous buildings around the world. **Paraphrase:** I. M. Pei was born in China and studied architecture in the United States. Pei is famous for designing several buildings that were built in many countries.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 65, 66 **Unit 2:** pp. 34, 46 **Unit 3:** p. 21 **Unit 4:** pp. 34, 48 **Unit 5:** pp. 90, 92, 116
Unit 6: p. 41 **Unit 7:** p. 57

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 19

ELD P1.8.C.10.b Write Emerging: brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). **Expanding:** increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). **Bridging:** clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

ELD P1.8.A.1 Exchanging information/ideas Expanding: Paraphrase key ideas. **Bridging:** Paraphrase key ideas.

When a new building is constructed, the people who design and build it do so in such a way that it is safe and sturdy. In a text, there is also a structure, or pattern of organization. This structure is how the author makes sure that the relationship between ideas in the text is strong—and that they make sense to the reader.

There are three text structures commonly used to connect ideas.

Text Structure	Purpose	Commonly Used Words
Problem and solution	The text identifies a problem and then some solutions.	so that, as a result, in addition, therefore, since, because
Compare and contrast	The text identifies how two or more things are similar or different.	also, as well as, both, similarly, but, however, although, on the other hand, even though, while
Cause and effect	The text explains why something happened.	since . . . then, if . . . then, because of, based on, caused by, so that, as a result, for this reason, therefore, thus, consequently

When examining text structure, it can be helpful for a reader to underline the signal words and each problem, solution, comparison, contrast, cause, or effect that they see.

	Examining Text Structures
EMERGING Explain ideas and text relationships with substantial support	Lily was hungry, so she ate a sandwich. **Problem:** was hungry **Solution:** ate a sandwich
EXPANDING Explain ideas and text relationships with moderate support	Both walking and running are good forms of exercise, but running burns more calories. **Similar:** Both are good forms of exercise. **Different:** One activity burns more calories.
BRIDGING Explain ideas and text relationships with light support	The boys cheered loudly for several hours at the game yesterday. Therefore, they have sore throats today. **Cause:** The boys cheered loudly for several hours. **Effect:** They have sore throats.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: p. 102 **Unit 3:** pp. 21, 56, 48, 52, 54 **Unit 5:** pp. 54, 93 **Unit 8:** pp. 22, 23, 24

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 20

Graphic Organizer

Venn Diagram

Cause-and-Effect Chart

Problem-and-Solution Chart

ELD P1.8.B.6.a Reading/viewing closely Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia **Emerging:** with substantial support. **Expanding:** with moderate support. **Bridging:** with light support.

An author makes word choices carefully when writing. The words they use can affect the way the reader feels about a character, an idea, and the general mood (or feeling) of what they are reading. Using one word instead of another word with a similar meaning can change the mood immediately.

Here is one example of how word choice can affect reading:

That is a very big cat! That is a very healthy cat!

In the sentences, *big* has a negative feeling, but *healthy* has a more positive feeling. In a story, this one word choice may influence how the reader feels about the cat.

Sometimes authors use phrases and additional details to further develop the mood or atmosphere of a text. For example:

The cat was thin and uncared for.

The cat's ribs could be seen beneath its dirty, patchy fur as it slinked in the shadows, melting into the darkness at the littlest noise.

The second sentence tells the reader a lot more about what the cat looks and acts like. It explains how the cat is thin and uncared for without using those words.

	Evaluating Word Choice
EMERGING Explain how common words produce effects	"Lily sat on the park bench, waiting for a friend. She looked excited." Lily was ___ing. She was on a ___. She looked ___. The words ___ and ___ make me feel ___.
EXPANDING Explain how phrasing and different words with similar meanings produce different effects	"Lily bounced on the park bench, waiting for a friend. She looked about her with a smile." Lily ___ and ___ as she waited on the bench for her friend. The words ___ and ___ make me feel ___ because ___.
BRIDGING Explain how phrasing and figurative language produce shades of meaning and nuances	"Lily bounced on the park bench, jiggling her legs up and down, while she waited for her friend. She looked about her with bright eyes and a wide smile of anticipation." The words ___, ___, and ___ all help the reader understand that Lily is ___.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 37, 92, 93, 96, 98, 100, 102
Unit 2: pp. 49, 77
Unit 3: p. 77
Unit 3: pp. 53, 54
Unit 4: p. 63
Unit 6: p. 90
Unit 7: pp. 41, 45, 53
Unit 8: pp. 47, 77, 91, 110, 120

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 21

ELD P1.8.B.8 Analyzing language choices Explain how **Emerging:** phrasing or different common words with similar meaning produce different effects on the audience. **Expanding:** phrasing, different words with similar meaning, or figurative language produce shades of meaning and different effects on the audience. **Bridging:** phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience.

After someone reads a text, there are certain strategies they can use to check their understanding of the information the author is presenting. Performing these "checks" can help a reader understand the text better. It can also make it easier to make connections across texts using prior knowledge.

- **Analyzing** is thinking about the different parts of a text and how they fit together to make a whole.
- **Evaluating** is reacting to a text, such as how convincing or informative it is.
- **Synthesizing** is combining the information in a text with other information about the same topic.

Analyzing, Evaluating, and Synthesizing	
Sample text: George W. Carver was a famous and important scientist. He was born an enslaved person in the 1860s in Missouri. His father died before he was born, and his mother and sister were stolen by kidnappers. Slavery ended when Carver was a young boy. He began the process of educating himself in a segregated and racist society. Through persistence, intelligence, and hard work, Carver earned his high school, college, and master's degrees. Carver is best known for his study of and inventions with plants. People all over the world still use his crop rotation methods to improve soil.	
EMERGING Explain ideas and text relationships with substantial support	**Analyze:** George W. Carver was a famous scientist. He was known for _____. **Evaluate:** I agree/disagree that Carver was famous because _____. **Synthesize:** Something else that I know about the study of plants is _____. Based on the two sources of information, I know that George W. Carver's work was _____.
EXPANDING Explain ideas and text relationships with moderate support	**Analyze:** George W. Carver was _____ because _____. **Evaluate:** I agree/disagree that Carver was _____ because _____. **Synthesize:** Some other things that I know about the study of plants are _____. By combining this information with the new information, I know that George W. Carver's work was _____.
BRIDGING Explain ideas and text relationships with light support	**Analyze:** What made George W. Carver famous? **Evaluate:** Do you agree or disagree that George W. Carver is a famous and important scientist? Why? **Synthesize:** What other information do you know about the study of plants or botany? By combining this information with the passage, what do you understand about George W. Carver and his work?

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 40, 41, 49, 52, 53, 80 **Unit 3:** p. 33 **Unit 7:** pp. 29, 32, 41 **Unit 8:** pp. 42, 55

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 22

ELD P1.8.B.6.a Reading/viewing closely Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia **Emerging:** with substantial support. **Expanding:** with moderate support. **Bridging:** with light support.

When reading, it is sometimes necessary to identify gaps in the information the author has provided. To do this, a reader can do two things:

1. **Make an inference.** This means collecting "clues" from the text and then combining them with prior knowledge to fill in the gaps.
2. **Draw a conclusion.** This means predicting what will happen next in a text or series of information. It requires using clues in the text and prior knowledge to come up with a reasonable answer to "What will happen next?"

Making Inferences and Drawing Conclusions	
Sample text: The three girls jump rope together. Two look exactly alike. They have the same hair, face, and eyes. They are the same height. The other girl is smaller. The taller girls swing the rope for the smaller girl. She jumps four times. Then she falls and skins her knee. The taller girls quickly drop the rope and run to the smaller girl, who is crying. One of the taller girls says, "I'll go get Dad. Stay here."	
EMERGING Express inferences and draw conclusions using frequently used verbs	**Clues in the text:** Two of the girls look alike. One of them says she'll get Dad. **What I already know:** Girls who look alike and share a father are _____. **Inference:** The girls are _____. **Conclusion:** Next, one of the girls will _____.
EXPANDING Express inferences and draw conclusions using a variety of verbs	**Clues in the text:** Two of the girls look alike. The tall girls quickly drop the rope and run to the smaller girl. One of them says she'll get Dad. **What I already know:** When people look alike and share a father, they are _____. When people run to someone who is hurt, they _____. **Inference:** Based on this information, the girls are _____. **Conclusion:** Next, one of the girls will _____.
BRIDGING Express inferences and draw conclusions using precise academic verbs	**Clues in the text:** What clues in the text tell you about the relationship between the girls and their feelings toward one another? **What I already know:** What information from outside of the text can you add to the clues in the text? **Inference:** What inference can you make about the relationship between the girls and their feelings toward one another? **Conclusion:** What predictions can you make based on your inferences and the information in the text?

Grade 8 Core Knowledge Language Arts® Teacher Guide
Unit 1: pp. 33, 36 **Unit 4:** pp. 37, 55, 59

CKLA Resources for English Language Learners Practice
Activity Book, Lesson 23

ELD P1.8.B.6.b Reading/viewing closely Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia **Emerging:** using some frequently used verbs (e.g., *shows that, based on*). **Expanding:** using a variety of verbs (e.g., *suggests that, leads to*). **Bridging:** using a variety of precise academic verbs (e.g., *indicates that, influences*).

A **narrative** is a text that tells a story. Its purpose is to entertain the reader. This makes it different than an informational text, which teaches the reader about a topic. A narrative is also different than a persuasive text, whose purpose is to convince the reader of an idea.

Almost all narratives include the same five elements, or parts:

- **Setting:** where and when the story happens
- **Characters:** the people, animals, or other beings in the story
- **Plot:** the events that take place in the story in the beginning, middle, and end
- **Conflict:** the main problem(s) in the story
- **Theme:** the message or lesson running throughout the story

As a reader, it is important to identify each of the five elements and connect them to one another. This develops a better understanding of the narrative as a whole.

Reading Narratives	
Sample text: "Little Red Riding Hood" (most versions will apply below)	
EMERGING Identify text relationships with substantial support	**Setting:** The two settings are ___ and ___. (Choices: the woods, Grandmother's home, the ship, the brother's home) **Characters:** The main characters are___, ___, and ___. (Choices: the wolf, the giant, Little Red Riding Hood, the pirate, Grandmother, the princess) **Plot Events:** At the beginning of the story, Little Red Riding Hood goes to the woods to visit ___. On the way, she meets a ___. He seems___. He asks Little Red Riding Hood where she is ___. Even though her mother told her not to talk to strangers, Little Red Riding Hood tells the wolf ___. The wolf goes to ___. He eats ___. He puts on Grandmother's ___. He waits for ___. When she comes, he eats ___. In the end, a hunter rescues ___ and ___. **Conflict:** A wolf pretends to be nice to find out where Little Red Riding Hood is ___. **Theme:** Do not talk to ___.
EXPANDING Identify text relationships with moderate support	**Setting:** The story is set in these places: ___. **Characters:** The characters are ___. **Plot Events:** At the beginning of the story, ___. There, ___. Then, ___. Next, _____. Meanwhile, _____. In the end, _____. **Conflict:** A wolf ___. **Theme:** Do not ___.
BRIDGING Identify text relationships with light support	**Setting:** Where does the story take place? **Characters:** Who are the main characters in the story? **Plot Events:** What are the events that make up the plot in the story? **Conflict:** What is the main problem in the story? **Theme:** What do the characters learn by the end of the story?

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 35–40, 47–53, 63–68, 77–81 88–91, 99–102, 111–114, 122–126 **Unit 2:** pp. 23–26, 30–33, 36–38, 42–45, 48–51, 54–57, 65–66, 72–75, 81–92 **Unit 3:** pp. 24–27, 30–32, 35–38, 41–45, 46–48, 51–54, 60–64, 70–73 **Unit 4:** pp. 22–27, 32–33, 42–43 **Unit 6:** pp. 22–26, 29–31, 35–39, 43–45, 47–50, 54–58, 60–63, 67–70, 78–81 **Unit 7:** pp. 22–26, 29–33, 34–38, 42–45, 46–49, 52–54, 56–59

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 24

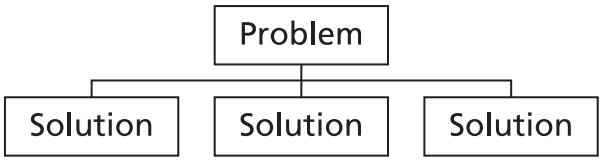
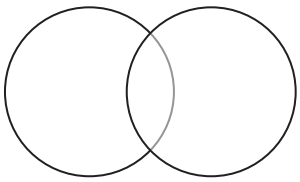
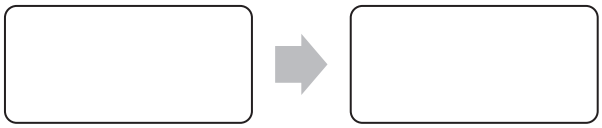
Graphic Organizer

Character-Setting-Plot Diagram

ELD P1.8.B.6.a Reading/viewing closely Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia **Emerging:** with substantial support. **Expanding:** with moderate support. **Bridging:** with light support.

The purpose of an **informational text** is to teach the reader about a topic, using facts and details. This makes it different than a narrative, which tells a story. An informational text is also different than a persuasive text, whose purpose is to convince the reader of an idea.

Informational texts usually have a central idea, such as how something works or the history of an important event. Informational texts often present the central idea using one of three text structures. These can be tracked by readers using a graphic organizer.

Text Structure	Purpose	Useful Graphic Organizer
Problem and solution	The text identifies a problem and then some solutions.	
Compare and contrast	The text identifies how two or more things are similar or different.	
Cause and effect	The text explains why something happened.	

Reading Informational Texts: Cause and Effect	
Sample text: Sleep is important for the human body. Sleep affects how people feel when they are awake. This is because sleep is the time when the body works to heal your brain and body. Sleep also helps children and teens grow and learn. Getting good sleep all your life can make your heart, **digestion**, breathing, and **immune system** stronger. For all these reasons, sleep is essential to good health. **digestion:** the body process of turning food into energy **immune system:** the group of body parts that protects the body from sickness	
EMERGING Identify text relationships with substantial support	**Central idea:** Sleep **Causes and effects:** sleep → how you feel when you are _____ sleep → helps children ___ sleep → makes your heart, digestion, breathing, and immune system ___
EXPANDING Identify text relationships with moderate support	**Central idea:** Ways sleep affects the body **Causes and effects:** Sleep affects ___. It also helps children ___. Good sleep over a lifetime can ___.
BRIDGING Identify text relationships with light support	**Central idea:** What is the main idea about sleep in this text? **Causes and effects:** What are three positive effects of sleep?

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 40, 48, 52, 89, 90, 112, 125, 126 **Unit 4:** pp. 22–27, 32–34, 42–44, 47–48, 51–53
Unit 5: pp. 28–31, 35–39, 42–46, 50–54, 56–59, 63–66, 69–72, 77–80, 89–93, 101–105, 113–117, 125–129, 135–139

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 25

Graphic Organizer

Venn Diagram

Cause-and-Effect Chart

Problem-and-Solutions Chart

ELD P1.8.B.6.a Reading/viewing closely Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia **Emerging:** with substantial support. **Expanding:** with moderate support. **Bridging:** with light support.

The purpose of a persuasive text—also called an argument—is to convince the reader to do or think something. This makes it different than a narrative, which tells a story. A persuasive text is also different than an informational text, which teaches the reader about a topic.

Almost all persuasive texts include the same four elements, or parts.

Element	What It Is	Example
Claim	The viewpoint of the author	All students should receive a free school lunch every day.
Reasons	Why the reader should believe the viewpoint	Having enough healthy food while learning is important to success.
Evidence	Why the reasons are true	Studies show that healthy food has a positive effect on productivity and creativity.
Call to action	What the reader should do	People must tell the government to give schools enough money to provide all students with a healthy, free lunch every day.

Just like informational texts, persuasive texts often include certain text structures. Arguments can be organized in one or all of the following ways:

- **Problem and solution:** The text identifies a problem and then some solutions.
- **Compare and contrast:** The text identifies how two or more things are similar or different.
- **Cause and effect:** The text explains why something happened.

Reading Persuasive Texts	
Sample text: If you're thinking of starting a new hobby, consider drawing. This art form is a great hobby. You don't need a lot of fancy equipment. You can draw with a pencil and a piece of scrap paper. Drawing is cheaper than a lot of other hobbies. Also, you don't need to go to a specific place. You can draw anywhere. So if you are stuck somewhere bored, you can always draw and entertain yourself. Finally, you don't need any special instruction. You can teach yourself. If you draw each day, you will become a good artist. For all these reasons, you should take up drawing. It is a wonderful hobby!	
EMERGING Identify text relationships (e.g., compare/contrast) with substantial support	**Claim:** Drawing is a good hobby. **Reason 1**: You don't need fancy equipment. **Reason 2:** You don't need a specific place. **Reason 3:** You don't need any special tools. **Compare/Contrast:** Drawing is better than being bored.
EXPANDING Identify text relationships (e.g., problem/solution) with moderate support	**Claim:** Drawing is a good way to spend time. **Reason 2:** You don't need special equipment or tools. **Evidence:** You can draw anywhere if you have the tools. **Problem/Solution:** If you are stuck somewhere and bored, you can draw to entertain yourself.
BRIDGING Identify text relationships (e.g., cause/effect) with light support	**Claim:** What claim or viewpoint does the author have? **Reason 3:** What is the author's third reason for this viewpoint? **Evidence:** What evidence does the author provide to support this reason? **Cause/Effect:** What effect will drawing each day have?

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 4: pp. 22–24 **Unit 5:** pp. 56–59, 63–66, 89–93

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 26

Graphic Organizer

Venn Diagram

Cause-and-Effect Chart

Problem-and-Solutions Chart

ELD P1.8.B.6.a Reading/viewing closely Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia **Emerging:** with substantial support. **Expanding:** with moderate support. **Bridging:** with light support.

WRITING

Writing: Lesson 27 — Shared and Interactive Writing

Writing with a partner is different than writing independently. Both writers need to agree on the different parts of the writing process, such as what the central idea will be and how it should be supported in various ways.

Shared interactive writing can help each writer think about new ideas. It can also introduce entirely unfamiliar points of view on a topic.

Partner writing can be done on paper or using technology such as computers and tablets. Before actual writing begins, partners should agree on who will write what and in which order. This planning might be done using English and/or native languages. It may also strategically use images and sentence starters, such as:

- One idea I have is ____.
- I like your idea about ____. Can you explain more?
- One reason we could give is ____.
- We could put our ideas in this order: ____, ____, and ____.

	Writing Interactively
EMERGING Engage in short written exchanges with peers	Set a purpose. Brainstorm. Choose an idea. Write **phrases** taking turns.
EXPANDING Engage in longer written exchanges with peers	Set a purpose. Brainstorm. Choose an idea. Write **sentences** taking turns.
BRIDGING Exchange in extended written exchanges with peers	Set a purpose. Brainstorm. Choose an idea. Write **paragraphs** taking turns.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 2: p. 63 **Unit 3:** pp. 52, 61 **Unit 4:** p. 52

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 27

Graphic Organizer

Sequence Chain

Main Idea–Details Cluster Map

ELD.PI.8.A.2 Interacting via written English Engage in **Emerging:** short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate. **Expanding:** longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate. **Bridging:** extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.

A writer is responsible for explaining to a reader how the ideas, events, and reasons in a text are connected to each other. To do this, a writer often uses transition words. These words can perform a lot of jobs, including connecting ideas, showing the order that things happen, or leading the reader from one idea to a new one.

Often, transition words are simple linking terms, such as *and*, *or*, *but*, *while*, and *yet*.

We were supposed to go to the park. There is a thunderstorm.

We were supposed to go to the park, <u>but</u> there is a thunderstorm.

Other common transition words fall into the following categories.

Type of Transition	Words Often Used to Make This Transition
Show cause and effect	because, due to, as a result, since, therefore, thus
Give an example or add information	for example, in the first place, specifically, moreover, also, additionally
Show contrast or similarity	but, however, on the other hand, although, in contrast, similarly
Indicate order or time	first, next, last, in the beginning, at the end, eventually, as soon as
Conclude	therefore, in summary, consequently, in conclusion, overall

	Using Transitions to Connect Ideas
EMERGING Link ideas, events, and reasons using a set of everyday words and phrases	**Show cause and effect:** We can't go to the park **because** there is a thunderstorm. **Add information: Also,** there is lightning and rain. **Contrast:** Today is stormy, **but** tomorrow will be clear. **Indicate order: First**, we will check the weather. **Conclude: Therefore**, it's important to know what the weather is like.
EXPANDING Link ideas, events, and reasons using a variety of words and phrases	**Show cause and effect: Due to** climate change, storms are more powerful. **Add information: In the first place**, the world temperature is rising, so more water is evaporating into the air. **Contrast: In contrast**, storms often bring cool air, so the water condenses and becomes rain. **Indicate order: Eventually**, the rain falls to the earth, causing bigger storms. **Conclude: Consequently**, reducing climate change will help reduce the chances of big, destructive storms.
BRIDGING Link ideas, events, and reasons using academic words and phrases	**Show cause and effect: As a result** of burning fossil fuels, Earth's temperature is rising. **Add information: Specifically**, humans burning fossil fuels leads to climate change. **Contrast: However**, humans can reduce their use of fossil fuels by relying on renewable energy like solar or wind power. **Indicate order:** The hope is that **eventually** humans will not burn fossil fuels for energy. **Conclude: Therefore**, we can reduce climate change and its effects on us and the planet.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 54, 55, 81, 83, 84, 103, 104 **Unit 3:** pp. 38, 48, 73 **Unit 5:** 105, 106, 107, 118, 119 **Unit 6:** p. 88

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 28

ELD PII.8.A.2.b Emerging: Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *at the end, next*) to comprehending texts and writing basic texts. **Expanding:** Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, as a result, on the other hand*) to comprehending texts and writing texts with increasing cohesion. **Bridging:** Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however, moreover*) to comprehending texts and writing cohesive texts.

A **narrative** is writing that tells a story in some kind of order. It can be a sequential fictional story or a nonfiction text based on fact, such as a biography. Narratives include:

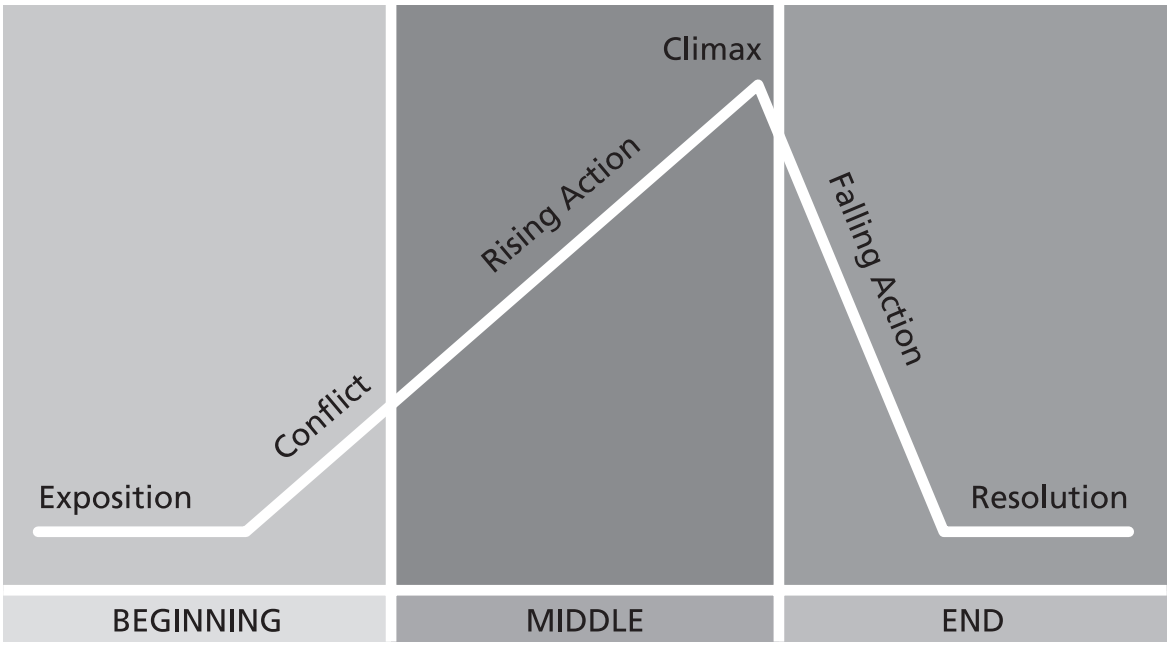
- **Setting:** where and when the events happen
- **Characters:** the people (real or fictional), animals, or beings, involved
- **Plot:** the events that take place in the beginning, middle, and end

If a narrative is fiction, it may also include:

- **Dialogue:** conversation among characters (dialogue between people may also appear in a nonfiction narrative)
- **Sensory language:** words or phrases that appeal to a reader's sense of sight, smell, sound, touch, and taste
- **Conflict:** the main problem(s) in the story
- **Theme:** the message or lesson running throughout the story

The plot guides a narrative. A plot begins with an introduction of information, called the **exposition**. Then the conflict is introduced as **rising action** in the narrative gradually. The action in the story peaks at the **climax**, or the major moment in the conflict (such as a scary encounter or exciting meeting). After that, the plot gradually slows down through **falling action** until it reaches its **resolution**, or conclusion.

All of these stages are illustrated in the plot diagram below. Many times, a writer signals the change between one stage and the next with signal keywords, such as *first*, *next*, *suddenly*, *then*, and *finally*.



Different types of **narratives** include literary texts, which are stories with plot events. If a story is a literary text, it includes details and descriptions.

	Writing Narratives
EMERGING Write short literary texts	Include: • Point of view • Characters • Setting • Plot (conflict, resolution)
EXPANDING Write longer literary texts	Include: • Point of view • Characters (relationships, motivations) • Setting • Theme • Plot (conflict, dialogue, resolution)
BRIDGING Write longer and more detailed literary texts	Include: • Point of view • Characters (relationships, motivations) • Setting • Theme • Plot (conflict, dialogue, sensory details, resolution)

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 56, 70, 71, 83, 92, 93, 115, 116, 126, 127, 129 **Unit 2:** pp. 65–67, 74, 75, 76, 77, 87, 96, 97, 100 **Unit 3:** pp. 56, 57, 66. 74, 77, 78, 79, 80, 81, 82 **Unit 7:** pp. 67, 68, 72, 73, 75, 75, 78, 79, 82, 83

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 29

Graphic Organizer

Story Map

Character-Setting-Plot Diagram

ELD P1.8.C.10.a Write Emerging: Write short literary and informational texts (e.g., an argument for whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently. **Expanding:** Write longer literary and informational texts (e.g., an argument for whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization. **Bridging:** Write longer and more detailed literary and informational texts (e.g., an argument for whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and a growing understanding of register.

An informational text is writing that provides information.

Informational writing includes nonfiction types of writing:

- news articles and encyclopedia entries, which tell facts
- pieces of writing that explain information about a topic, such as a research paper written for school
- pieces of writing that explain information about a topic, such as a report written for work

Informational texts are usually written following one or some of the structures below.

Structure Type	How It Works	Example
Description	Writer describes something so that a picture forms in the reader's mind.	Encyclopedia article about a person or place
Compare and contrast	Writer explains how two or more things are alike and different.	Flyer about political candidates
Cause and effect	Writer explains how one thing leads/led to another.	News article
Problem and solution	Writer defines a problem and describes or suggests a solution.	Advertisement
Sequence	Writer describes events in order.	How-to article

	Writing Informational Texts
EMERGING Write short informational texts	**Description:** Describe something. The ___ looks like/has/is ___. **Compare and contrast:** Show how things are alike and different. This car is like ___ because ___. It is different from ___ because ___. **Cause and effect:** Show how one thing leads to another. This happened this way because ___. **Problem and solution:** State a problem and its solution. One solution to the problem is to _____. **Sequence:** List events in order. First, ___. Next, ___. Then, ___. Finally, ___.
EXPANDING Write longer informational texts	**Description:** Form a picture in the reader's mind. **Compare and contrast:** Describe how things are alike and different. **Cause and effect:** Describe how one or more events lead to another. **Problem and solution(s):** Describe a problem and its possible solutions. **Sequence:** Describe events in sequence or time order.
BRIDGING Write longer and more detailed informational texts	**Description:** Use sensory details to form a picture in the reader's mind. **Compare and contrast:** Explain how things are alike and different. **Cause and effect:** Explain how one or more events lead to several events. **Problem and solution:** Explain a problem and its possible solutions using details. **Sequence:** Explain events in sequence or time order using details.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 4: pp. 37, 38, 54, 55, 58, 59, 60, 61, 64, 65 **Unit 6:** pp. 72, 73, 83, 84, 88, 90, 93, 94

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 30

Graphic Organizer

Venn Diagram

Cause-and-Effect Chart

Problem-and-Solutions Chart

ELD P1.8.C.10.a Write Emerging: Write short literary and informational texts (e.g., an argument for whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.
Expanding: Write longer literary and informational texts (e.g., an argument for whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.
Bridging: Write longer and more detailed literary and informational texts (e.g., an argument for whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

To write an argument, or persuasive text, it is important to first know how to frame and present an opinion. When someone writes a text based on their opinion, they are trying to convince the reader to think or do something. An opinion is different than a fact, which is a statement that can be proven.

Opinion: Playing video games is more fun than designing them.

Fact: Both playing video games and designing them require skill and focus.

Since a writer cannot prove their opinion, they need to justify it in the text. This means presenting enough reasons to satisfy the reader that the opinion is correct. It also means anticipating what the reader will want to know and telling them.

State an Opinion	Anticipate Reader's Questions	Justify Opinion
I think/don't think ___ because ___. I agree/don't agree with ___ because ___. In my opinion, ___.	Why do I think that? What examples can I offer? Can I show that it is true? Can I explain in more detail?	For example, ___. To illustrate this idea, ___. One example is ___.

	Justifying Opinions
EMERGING Write short texts	**Base Opinion:** I think the government should fund stem cell research. **Explaining Opinion:** Stem cell research is important. **Justifying Opinion:** People can solve health problems with stem cell research.
EXPANDING Write longer texts	**Opinion:** I strongly believe the government should fund stem cell research. **Justifying Opinion:** Stem cell research is important because scientists can solve large health care problems such as cancer with this research.
BRIDGING Write longer and more detailed texts	**Opinion:** My belief is that the government should fund stem cell research. **Justifying Opinion:** Stem cell research is important because scientists can solve urgent medical issues such as cancer with this research. **Additional Evidence:** Additionally, scientists can develop treatments for genetic disorders through stem cell research.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 5: pp. 53, 54, 58, 66, 82, 83, 95, 96, 104, 107, 108, 119, 129, 130, 140, 141, 143, 144

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 31

ELD P1.8.C.10.a Write Emerging: Write short literary and informational texts (e.g., an argument for whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently. **Expanding:** Write longer literary and informational texts (e.g., an argument for whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization. **Bridging:** Write longer and more detailed literary and informational texts (e.g., an argument for whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

When a person writes an argument, or persuasive text, they try to convince the reader of their point of view. Since an argument is based on opinion and not fact, it cannot be proven or verified. It is a debatable statement—such as "Northern white rhinos are the animals most in need of protection"—that needs to be justified for the reader.

A written argument has three parts: a claim, reasoning, and evidence.

Argument Part	Purpose	Includes
Claim	States the writer's viewpoint and opinion on an issue	Statement that something is better or worse/true or not true
Reasoning	Provides the reader with an explanation of the claim	A comparison or contrast, a problem and solution, a cause and its effects
Evidence	Supports the reasoning with specific information and/or examples	Quotations, paraphrases, statistics, interviews, anecdotes

There are many reasons a person may argue in a persuasive text. For example, political speeches, college application essays, and advertising flyers are examples of common written arguments.

	Writing Persuasive Texts
EMERGING Justify opinions by providing some textual evidence or background knowledge	**Claim:** Northern white rhinos need to be saved. **Comparison/contrast reasoning:** In contrast to other animals, northern white rhinos are the most endangered. **Evidence:** There are only two northern white rhinos left in the world!
EXPANDING Justify opinions by providing relevant textual evidence or background knowledge	**Claim:** Northern white rhinos are in desperate need of protection. **Cause/effect reasoning:** Because people hunt rhinos to use their horns for traditional medicine, they are the most endangered animal. **Evidence:** There are only two northern rhinos left in the whole world!
BRIDGING Justify opinions by providing detailed and relevant textual evidence or background knowledge	**Claim:** Northern white rhinos are the animals most in need of protection. **Problem/solution reasoning:** People who hunt rhinos to use their horns for traditional medicine must be punished so that they will stop making this the most endangered animal. **Evidence:** There are only two northern rhinos in the whole world. If we don't do something fast, this animal will go extinct!

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 5: pp. 82, 83, 95, 96, 107, 108, 119, 129, 130, 140, 141, 143, 144

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 32

ELD P1.8.C.11.a Justifying/arguing Emerging: Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support. **Expanding:** Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support. **Bridging:** Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.

In order to write a good argument, it is important to be able to identify the strengths and weaknesses of other written arguments. Persuasive writing involves a claim, reasoning, and evidence to back up this reasoning. To evaluate the strength of an argument, a reader can ask the following questions:

- **Is the claim debatable?** (As a reader, can I see another side of this viewpoint?)
- **Is the reasoning logical?** (Does the writer clearly explain why the claim is true or makes sense?)
- **Does the evidence actually support the reasoning?** (Are there facts, quotations, statistics, or anecdotes that back up the reasoning?)
- **Overall, is the argument effective?** (Can I understand why I or others might agree with the writer?)

	Evaluating Arguments
EMERGING Express attitude and opinions	**Claim:** Reading books is better than playing video games. **Comparison/contrast reasoning:** When you read, you use your imagination to make the pictures in your head. Video games show you the pictures. **Evidence:** My parents always tell me, "Read a book! You have to use your imagination!" **Evaluation:** Is the writer's argument effective? Why or why not?
EXPANDING Express attitude and opinions	**Claim:** Reading books is more useful than playing video games. **Cause/effect reasoning:** You can learn about new ideas when reading. This can then change the way you think about the world. **Evidence:** Our language arts teacher tells us that reading about other people and places can change our perspectives. **Evaluation:** Is the writer's argument effective? Why or why not?
BRIDGING Express attitude and opinions	**Claim:** In my opinion, a person definitely benefits more from reading books than playing video games. **Problem/solution reasoning:** Video games do most of the imagining for people, but reading challenges people's minds and memory. **Evidence:** Studies show that children who read more may also perform better on certain tests. **Evaluation:** Is the writer's argument effective? Why or why not?

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 5: pp. 53, 54, 58, 66, 82, 83, 95, 96, 104, 107, 108, 119, 129, 130, 140, 141, 143, 144

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 33

Graphic Organizer

Venn Diagram

Cause-and-Effect Chart

Problem-and-Solutions Chart

ELD P1.8.C.11.b Justifying/arguing Express attitude and opinions or temper statements **Emerging:** with familiar modal expressions (e.g., *can, may*). **Expanding:** with a variety of familiar modal expressions (e.g., *possibly/likely, could*/would) **Bridging:** with nuanced modal expressions (e.g., *probably/certainly/absolutely, should/might*).

Readers are often asked to respond to something they have read. To fully evaluate a text, a reader needs to think about it from different perspectives. This includes taking the following steps.

1. **Identify the explicit details.** Look for the ideas that the author has directly presented in some way. These may be statistics, information about the setting, or details about the relationship between characters.
2. **Identify the implicit details.** Look for the ideas that the author does not directly state but can be guessed logically. This can be done in two ways:
   - **Make an inference:** Collect "clues" from the text and then combine them with prior knowledge to fill in the gaps.
   - **Draw a conclusion:** Predict what will happen next using clues in the text and prior knowledge.
3. **Evaluate the text.** Add up what is explicitly stated in the text and what has been inferred or concluded. Then decide if the text is satisfactorily effective (persuasive text), informative (informational text), or entertaining (narrative).

Responding to reading is an important way to ensure that the ideas presented are clear, that the main ideas are present, and that any feelings and ideas that the text gives readers are acknowledged.

<table>
<tr><th colspan="2">Responding to Reading</th></tr>
<tr><td colspan="2">Sample text: There lived near "Kīsus," also called the Sun, a beautiful woman named "Niffon," Summer. She dressed in green leaves, and her wigwam was decked with leaves and flowers of many different sorts. Her grandmother, Sogalŭn, Rain, lived far away, but when she visited her granddaughter, she always warned her never to go near "Let-ogus-nūk," the North, where her worst enemy, "Bovin," Winter, lived, saying: "If you do go, you will lose all your beauty, your dress will fade, your hair will turn gray, and your strength will leave you."

But Niffon paid no heed to her grandmother's warning. One fine morning as she sat in her wigwam gazing northward, and saw no signs of Bovin,—the sun was shining and she could see for a long distance,—a beautiful region lay stretched before her, broad rivers, and lakes, and high mountains,—something within her bade her go forth to see that strange country; so she started on her long journey.

[From "Summer" In Indian Tents (1897) by Abby L. Alger]</td></tr>
<tr><td>EMERGING

Read closely and explain ideas with substantial support</td><td>Identify explicit ideas: There once was a woman named ___. She wore ___. Her house was decorated with ___. Her grandmother was named ___. She lived ___. She told her granddaughter never to go ___. If Niffon goes there, she will ___. But Niffon didn't listen to ___.

Make inferences:

What I know about Niffon: She doesn't listen to ___.

What I know about people like this: When people don't listen to their elders, they often ___.

Inference: Niffon is _____.

Evaluate: The story is interesting because ___.</td></tr>
<tr><td>EXPANDING

Read closely and explain ideas with moderate support</td><td>Identify explicit ideas: There once was ___ who ___. Her grandmother, ___. However, ___.

Make inferences:

What I know about Niffon: She doesn't ___.

What I know about people like this: People who don't listen ___.

Inference: Because Niffon doesn't ___.

Evaluate: The story is_____ because ___.</td></tr>
<tr><td>BRIDGING

Read closely and explain ideas with light support</td><td>Identify explicit ideas: What are the explicit or obvious ideas in the passage?

What I know about Niffon: What have you learned about Niffon?

What I know about people like this: What do you know about people who are similar to Niffon or do similar things as Niffon?

Evaluates: How does the author develop interest in the story?</td></tr>
</table>

Grade 8 Core Knowledge Language Arts® Teacher Guide

Small-Group Activities

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 34

ELD P1.8.B.6.a.b. **Reading/viewing closely Emerging:** a. Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-appropriate texts with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts using some frequently used verbs. **Expanding:** Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-appropriate texts with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts using a variety of verbs. **Bridging:** Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-appropriate texts with light support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts using a variety of precise academic verbs.

Writers want their ideas to be clear and understood. The writing process often requires that writers reread and revise their work to ensure that everything is clear. Readable writing is what happens when writers take the time to check their work, hear how it sounds, and make sure the meaning is clear.

When a person writes in a language other than their native language, it can be easier to write short sentences at first. Each sentence expresses one idea, as in this example:

My father loves to play football. I don't know how to play football.

However, sometimes using too many short sentences can make a text more difficult to understand. It can also make the flow of ideas difficult to follow. By using words like *and*, *but*, or *so*, a writer can often combine ideas in a smoother way, like this:

My father loves to play football, but I don't know how to play.

A writer can also use different types of sentences to condense ideas and make them more readable. This can be done in a variety of ways, including using combinations of compound and complex sentences, as well as prepositional phrases and pronouns.

I have a cat. Her name is Cleo. Cleo is a smart cat. She is smart because she knows some tricks. One trick is that she can give a high five. Another trick is that she comes when called.

I have a cat named Cleo. She is a smart cat because she knows some tricks, like giving a high five and coming when called.

	Writing Accurate Sentences
EMERGING Connect and condense ideas in simple ways	**Join ideas/express reasons:** We went to the pool. We saw a friend. → We went to the pool and saw a friend. **Condense ideas:** I have two aunts. My aunts live in my house. → I have two aunts who live in my house.
EXPANDING Connect and condense ideas in an increasing variety of ways	**Join ideas/express reasons:** We went to the pool. We went there to see a friend. → We went to the pool to see a friend. **Condense ideas:** I like basketball. I like music. I don't like video games. → I like basketball and music but not video games.
BRIDGING Connect and condense ideas in a wide variety of ways	**Join ideas/express reasons:** We went to the pool. We went there to see a friend. We met to swim together. → We went to the pool to see a friend so we could swim together. **Condense ideas:** They added more bike lanes. More people rode bikes to work. → Adding more bike lanes resulted in more people riding bikes to work.

Grade 8 Core Knowledge Language Arts® Teacher Guide

Unit 1: pp. 54, 55, 83, 84, 103, 104, 106, 114, 115, 116, 122, 126 **Unit 3:** pp. 32, 54 **Unit 5:** 105, 106, 107, 118, 119 **Unit 6:** p. 88

CKLA Resources for English Language Learners Practice

Activity Book, Lesson 35

ELD PII.8.C.6 Connecting Ideas Emerging: Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so;* creating complex sentences using *because*). **Expanding:** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason or to make a concession. **Bridging:** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas or to evaluate an argument.

ELD PII.8.C.7 Condensing ideas Emerging: Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing) to create precise and detailed sentences. **Expanding:** Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing) to create precise and detailed sentences. **Bridging:** Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization) to create precise and detailed sentences.

Language and Vocabulary

General Strategies

Vocabulary Routine For all new vocabulary, provide a definition, an illustration or gesture, a way of acting out a scenario, and/or a sentence that uses the word in context. Use the following strategies with language and vocabulary acquisition and comprehension.

Word Lists Create and display a class word list, adding new words to the list each day. Discuss similarities between familiar words, such as *dream* and *team*, pointing out spelling patterns and similar pronunciations.

Visual Supports Use photographs, illustrations, or graphic organizers as visual support for learning words with more concrete meanings. For abstract vocabulary, images can still support a word's meaning with examples of the word used in context, such as showing a photo of someone singing and then using sentences such as *We like to sing loudly* and *We sing a song.* Gestures and actions can also be visual supports for words that show an action or position, such as walking in and out of the room for the words *enter* and *exit.*

Break Words into Smaller Parts Divide words into syllables, sounds, or roots and endings to help with recognizing word parts, spelling patterns, and pronunciation.

- **Syllables** Write a word, and then write its syllables with spaces to help with pronunciation and word recognition: *library* *li brar y*
- **Endings** Write a word, and separate the ending: *flying* *fly ing*
- **Spelling Changes** Write the word, and then write the root or base word: *tried* *try -ed*

Word Maps Have students use a word map that includes the word, part of speech, definition, and examples.

Part of speech	**Word**	**Meaning**
Verb (an action or something that is done)	**analyze**	To study the connections or meanings of something deeply
Example	**Example**	**Example**
A scientist analyzes the earth samples.	We analyze the characters, relationship in the story.	The doctor will analyze the results of the medical test.

Use Cognates Create and maintain a list of cognates for students to reference, such as *celebration* and *celebración*. Focus on perfect or close cognates, and be aware of false cognates, such as *pie* (a baked dish) and *pie* (foot).

- Perfect cognates: The spelling is identical.
  - animal/animal, hospital/hospital, doctor/doctor
- Close cognates: The spelling is similar.
  - accident/accidente, evaluate/evaluar, rapid/rápido

- False cognates: The words are spelled the same or similarly but do not have the same meaning.
  - *delight* (to please)/*delito* (crime); *large* (big)/*largo* (long)

Listening

General Strategies

Visual and Oral Cues Accompany oral directions with visual cues so that students do not have to rely on oral directions alone. For example, write the page number of the book on the board, and display the page that you are discussing. As you give directions, refer to the written words on the board.

Routines Use routines so that English language learners can focus on the content rather than the procedures. For example, follow the same procedures for learning new vocabulary, partner work, discussing or responding to readings, and other daily activities that rely on oral directions.

Examples

- **New Word Routine** Have students write the word and then find it in a dictionary. Ask them to write the part of speech, a definition, and an example. For words with multiple meanings, have students list all definitions, and then have them identify which definition applies in the text they are reading.
- **Partner Work** Have students partner, trying to pair a student at the Bridging level with a student at Emerging or Expanding level. Students should:

1. Decide roles—who is doing what for the task?
2. Take notes—each partner should record their work using words, phrases, or images.
3. Share ideas—encourage each partner to always share what they are thinking.
4. Decide together—partners should finalize the work together, with each partner agreeing to final decisions or content.

Chunk Information When presenting new information or processes, chunk it into smaller sections, and pause to check that students are on task. Refer to visuals, such as a numbered step or bolded key word, so that students can follow along and feel secure.

Gestures Use gestures so that students can quickly signal that they need you to repeat something or slow down or to simply show that they are on track. Note that words can sound quite different when spoken aloud in individual phrases and sentences than said in isolation. The sounds link together, making it difficult to discern individual words. Ask students for feedback on your rate of speech, and adjust it as needed.

Quick Checks Use quick checks frequently to check student understanding. Don't wait for the end of the lesson or story to assess. For example, read aloud and display multiple-choice questions for key instruction points, and have students record answers to submit.

Speaking

General Strategies

Sentence Frames Provide sentence frames for students to use as they participate in class and in partner work. Gradually increase language to meet the needs of Emerging, Expanding, and Bridging levels. For example, as students engage in conversation exchanges, provide them with the following to show agreement:

- I agree.
- I agree with [name of student]. I feel the same about [topic].
- I agree with [name of student] because _____.

Guide to Complex Language Provide students with nuanced language so they can respectfully engage in complex thinking and conversation. For example, in addition to sentence frames to show agreement, provide sentence frames to show strong, partial, and similar degrees for disagreement.

- Strong agreement: I completely agree with the idea that _____.
- Neutral agreement: I think we all agree that _____.
- Partial agreement: Although I agree with most of what's been said, the one point that I don't agree with is _____.

Use a Communication Goal Connect the sentence frames provided to the students to the communicative goal. For example, create a list to show the different sentence frames to use when discussing causes and effects, problems and solutions, opinions, and imaginary situations. This shows a progression of ideas and clear goals for communication.

- As a result of [event 1], [event 2] happened.
- A possible solution is _____.
- I believe that _____.
- If I were the character, I would _____.

Encourage Clarification Provide students with the language to ask for clarification and take control of their own understanding. Use and adapt or add to the following:

- Could you please repeat that?
- I'm not sure I understand. Could you go over that again, please?
- What did you mean when you said _____?
- Can you give an example?

Reading

General Strategies

Before reading, identify vocabulary necessary to understand the main idea or theme. Prepare definitions, photos or illustrations, and examples of the word in context.

For multiple-meaning words, point out the meaning that applies in the reading's context.

Help students identify key features such as character and setting, and if there are photographs or illustrations, have students review them before reading.

Record proper nouns or topic-related words such as names, places, and events.

During reading, encourage students to focus on the overall meaning and/or the main idea, instead of trying to understand every individual word. Plan for multiple readings, focusing on smaller sections and asking students to think about *who, what, where,* and *when*. This will help them frame their thinking on the main idea and have more interaction with the text.

To check for understanding, focus on the main ideas or themes using sentence frames or prompts. Reframe open-ended questions so they require shorter responses.

Skill-Specific Strategies

Genres/Text Structure Review the features of a genre or text structure. Introduce a graphic organizer for that genre or text structure. Ask students to use it as they read, or use it with the whole class.

Ask and Answer Questions Reinforce the main idea by having students check in regularly while reading to answer *who, what, where*, and *when.* Frequent quick checks can solve misconceptions and review vocabulary and ideas.

Writing

General Strategies

Models Provide short model texts for students to reference as they write. For example, if students are writing a summary of a story, provide a short summary of another story, discussing the features of the summary.

Encourage students to focus on sharing their ideas and responses rather than being overly focused on accurate grammar. Explain that what they think is more important than how they form their sentences.

Sentence Frames Sentence frames are an effective tool for English learners because they give students the chance to focus on academic content, rather than correct phrasing. The frames can be used in partner work, whole-group discussion, or one-on-one work with teachers. They can also be expanded to meet the needs of Emerging, Expanding, and Bridging levels:

I agree with _____. → I agree with ___ because _____.

I think the same about ___. → I think the same about _____ because _____.

When using or creating sentence frames, consider the language that should be produced first, such as the skill or the part of speech. Then create a frame that focuses on that language.

Below are standard sentence frames that align with the areas of focus within this resource book.

Resources

SENTENCE FRAMES

Use the following sentence frames to encourage communication and active listening. Sentence frames are intended for everyday and academic communication.

Language and Vocabulary

Hi. My name is _____.

Please help me with _____.

I like/do not like _____.

What does _____ mean?

May I have _____?

Where can I _____?

How do I find _____?

I do not know the word _____.

I think the word _____ might mean _____.

I cannot find ____.

The nouns/verbs/adjectives in the sentence are ____.

I think that _____ is a clue about the word _____.

I can break this word into these parts: _____.

Speaking and Listening

_____, can you please repeat that?

How do you say _____?

It is ___'s turn to talk.

I agree with _____ because _____.

_____, can you explain more?

That's a good question because _____.

I did not hear why _____.

I would like to add _____.

_____, I think the idea you are sharing is _____.

I know this because _____.

The answer is _____.

_____ helps me understand _____.

My opinion is _____ because _____.

Have you thought about _____?

We could put the ideas in this order: _____, _____, and _____.

Reading

The main idea is _____.

A key detail is _____. This supports the main idea because _____.

First, ___. Then, ___. Next, _____. Finally, _____.

The author is saying that _____.

The author gives this evidence: _____.

The use of the word _____ makes me feel _____.

Another way to say what the author writes is _____.

The author believes that _____.

The author's reasons are _____, _____, and _____.

I can predict that _____ will happen because _____.

_____ and _____ are similar because _____.

_____ and _____ are different because _____.

The problem is _____. The solution to that problem is _____.

_____ is a cause. _____ is an effect of that cause.

_____ happened, and so _____.

Because I know _____, I can infer that _____.

Because I know _____, I can conclude that _____.

I already know _____. I can connect this to _____.

I identify with this character because _____.

I connect with this author because _____.

The setting is important to the plot because _____.

The plot is important to the theme because _____.

The conflict, or main problem, is _____.

The chart (graph, diagram) shows _____.

The author gives this evidence: _____.

I agree/disagree with the author because _____.

Writing

For example, _____.

This shows that _____.

Another detail that supports this idea is _____.

I can compare ___ with _____. They are the same because _____.

I can contrast ___ with _____. They are different because _____.

The cause of _____ was _____.

The effect of _____ was _____.

First, I would like to describe _____.

However, _____ does/does not mean that _____.

If _____, then _____.

Finally, _____.

In conclusion, _____.

Based on _____, I can conclude _____.

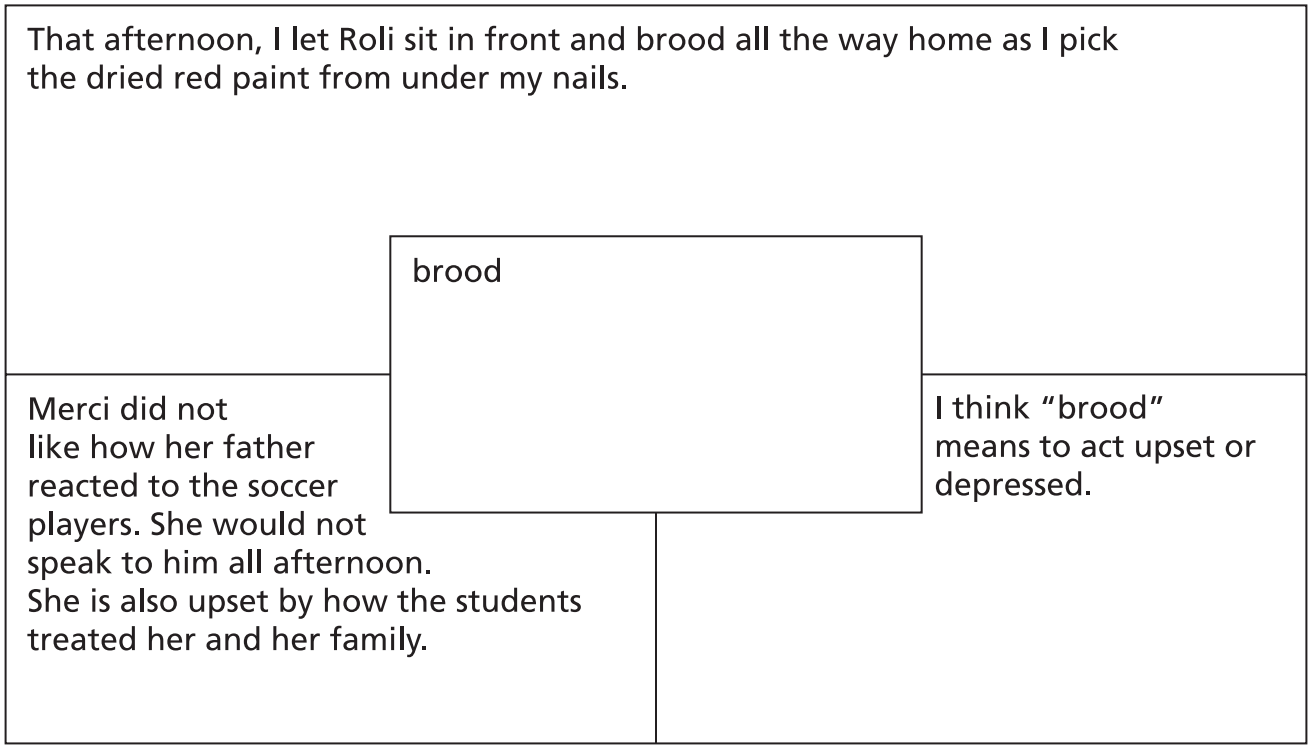
GRAPHIC ORGANIZERS

The following graphic organizers can be used with multiple skills. An example is provided below, followed by a blank organizer on its own page.

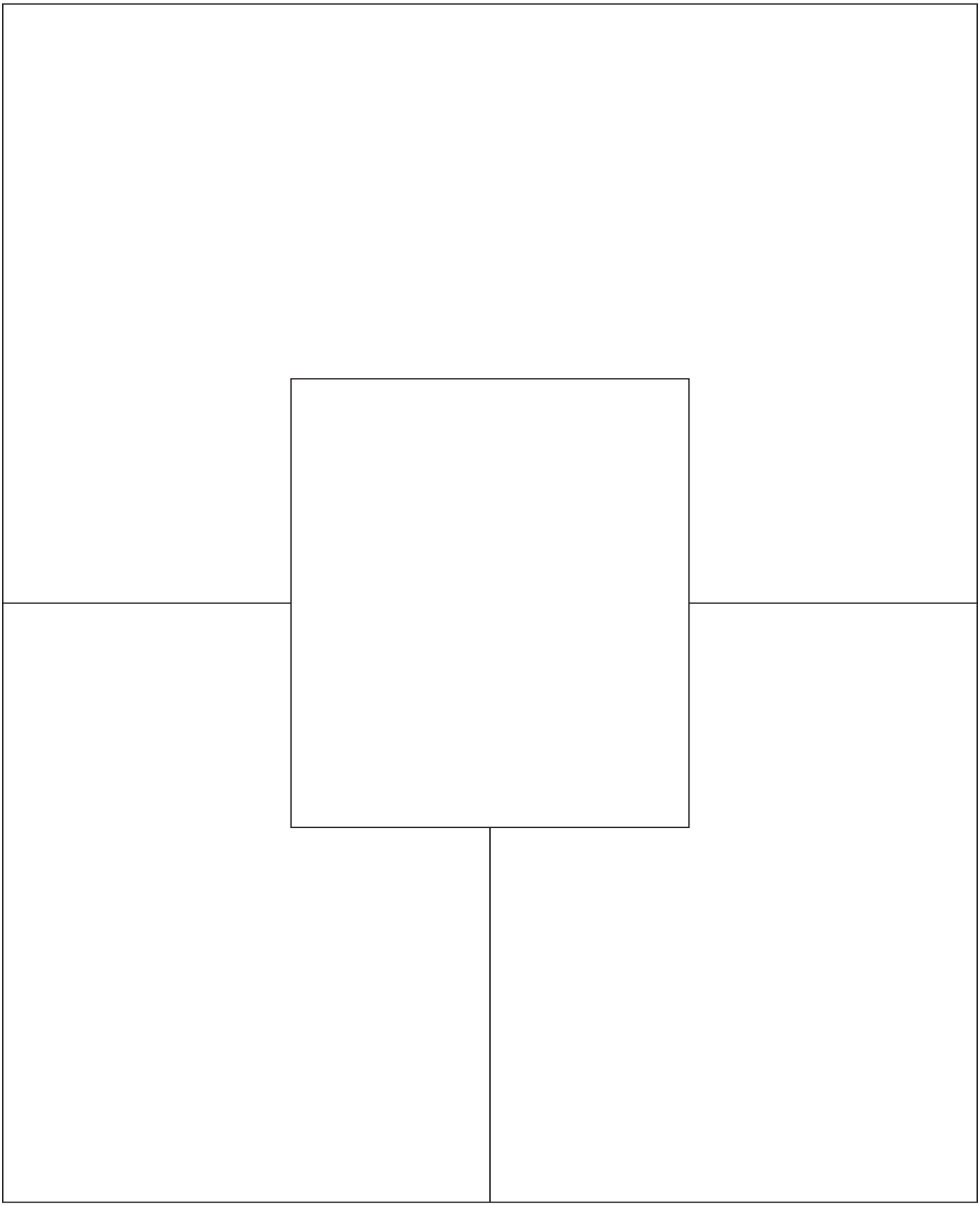
Word Map

Use to help determine word meaning.

EXAMPLE



Word Map



5-Ws Chart

Use while listening for key ideas.

EXAMPLE

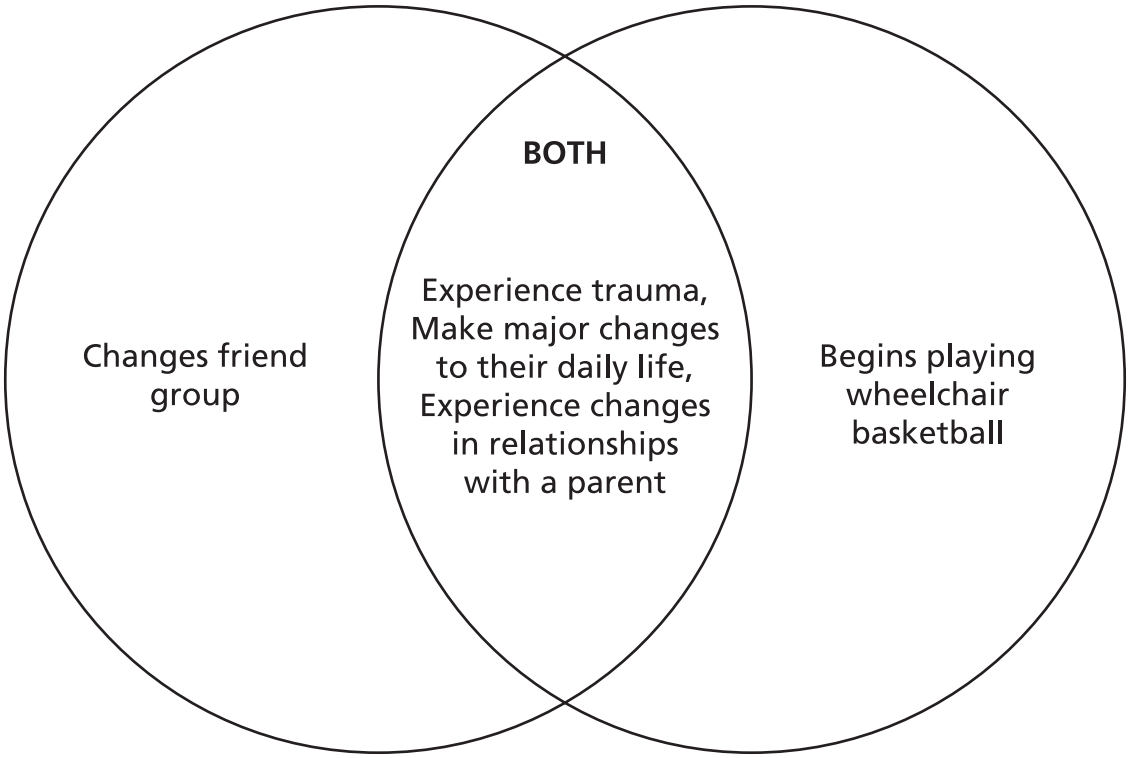
What does my classmate believe is the theme of the story?
Who does she think shows this with their actions in the story?
Where in the text does the character act this way?
When does my classmate see the character change?
Why did my classmate react this way to the story?

5-Ws Chart

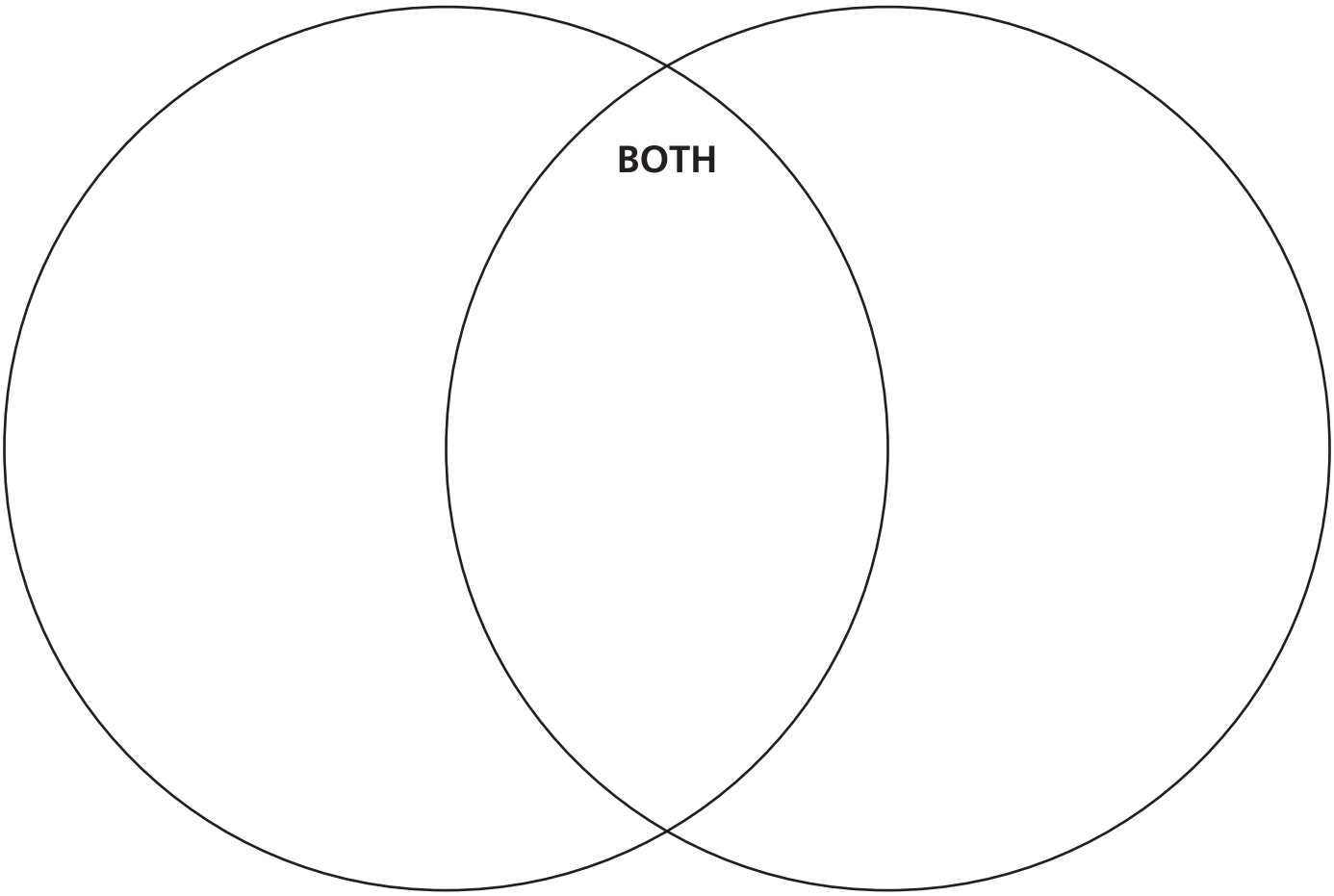
Venn Diagram

Use to compare and contrast texts, characters, ideas, or other textual elements.

EXAMPLE



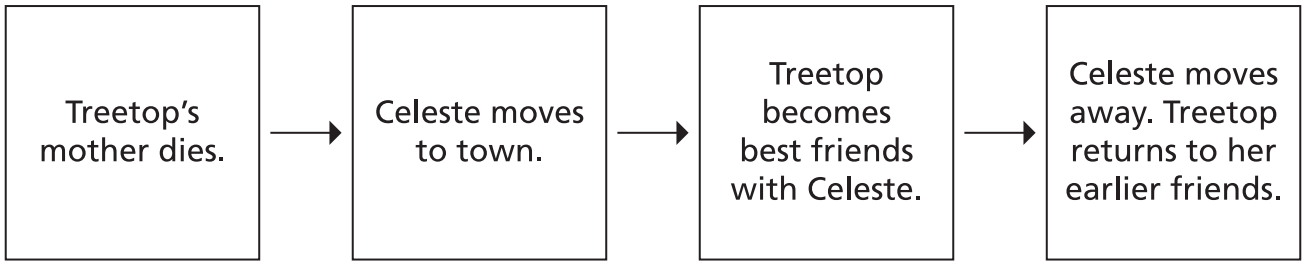
Venn Diagram



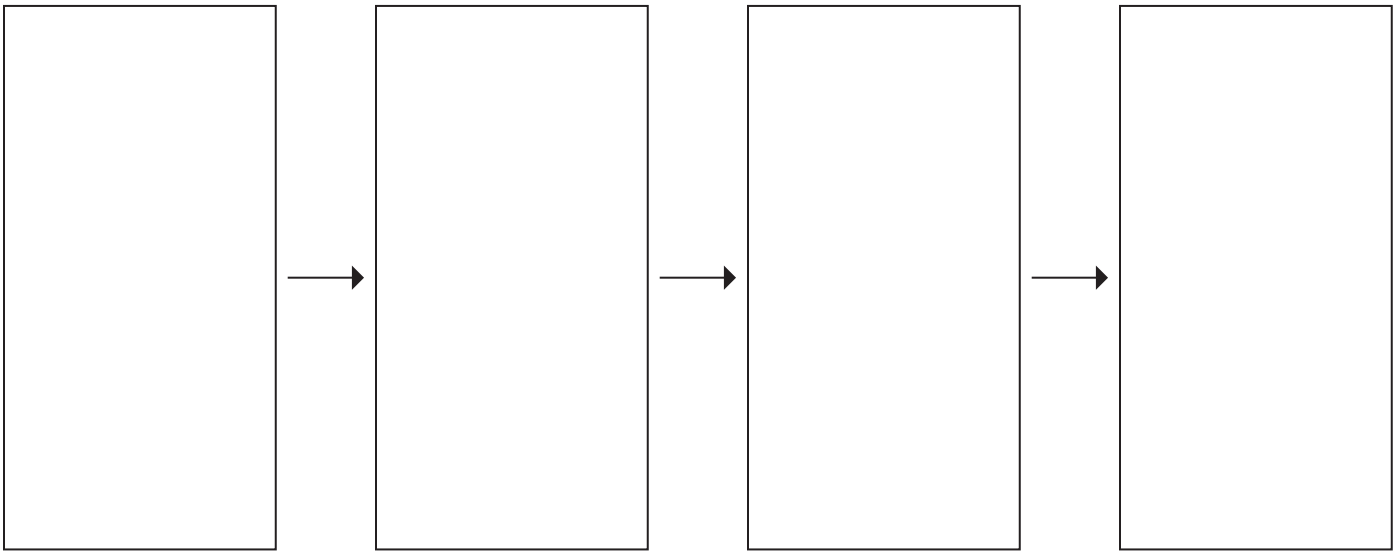
Sequence Chain

Use to track order of events or ideas.

EXAMPLE



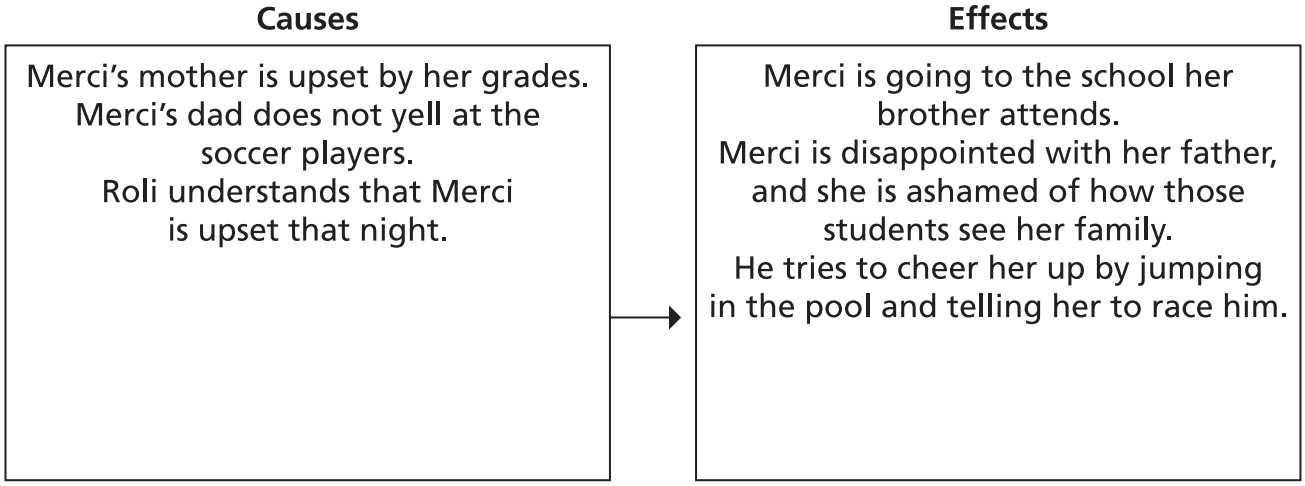
Sequence Chain



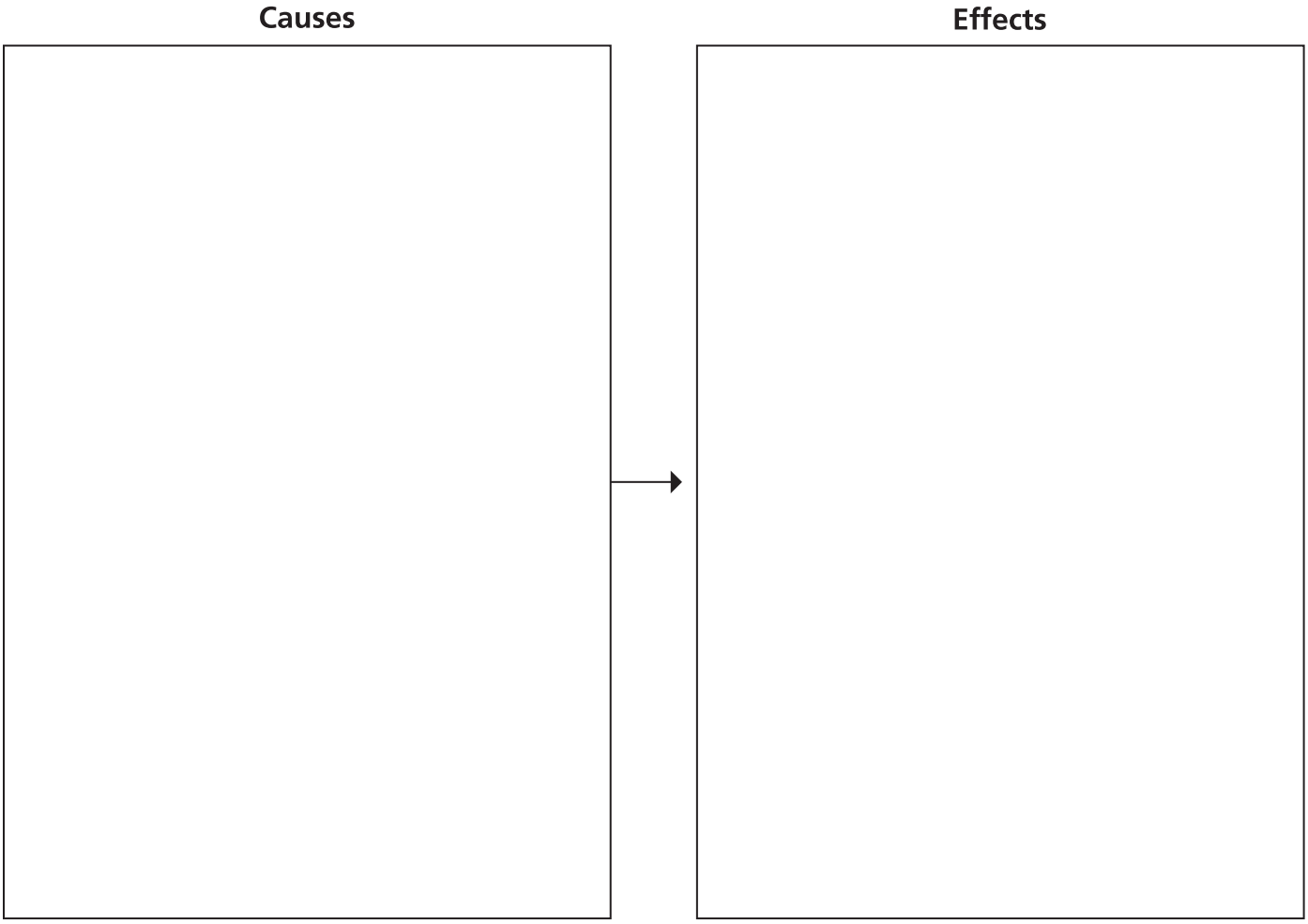
Cause-and-Effect Chart

Use to identify causes and corresponding effects.

EXAMPLE



Cause-and-Effect Chart



Problem-and-Solution Chart

Use to identify problems and corresponding solutions.

EXAMPLE

Problem

Chris is hurt in a car accident. His dad is upset by his injury and how Chris cannot play traditional basketball anymore.

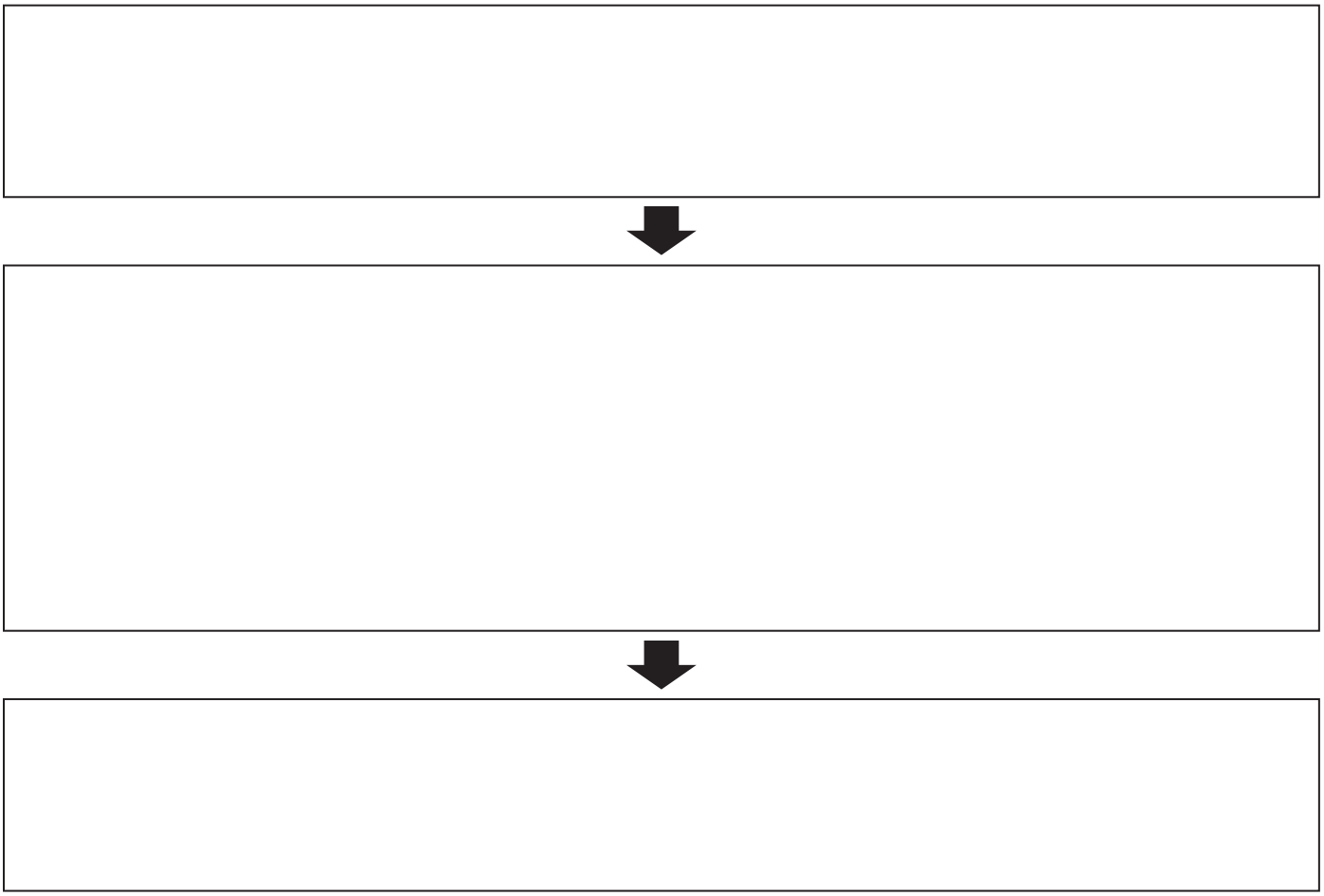
Steps to Solution

Chris joins a wheelchair basketball team.

Solution

Chris's dad becomes involved with the team, too. They both realize Chris can still accomplish his dreams.

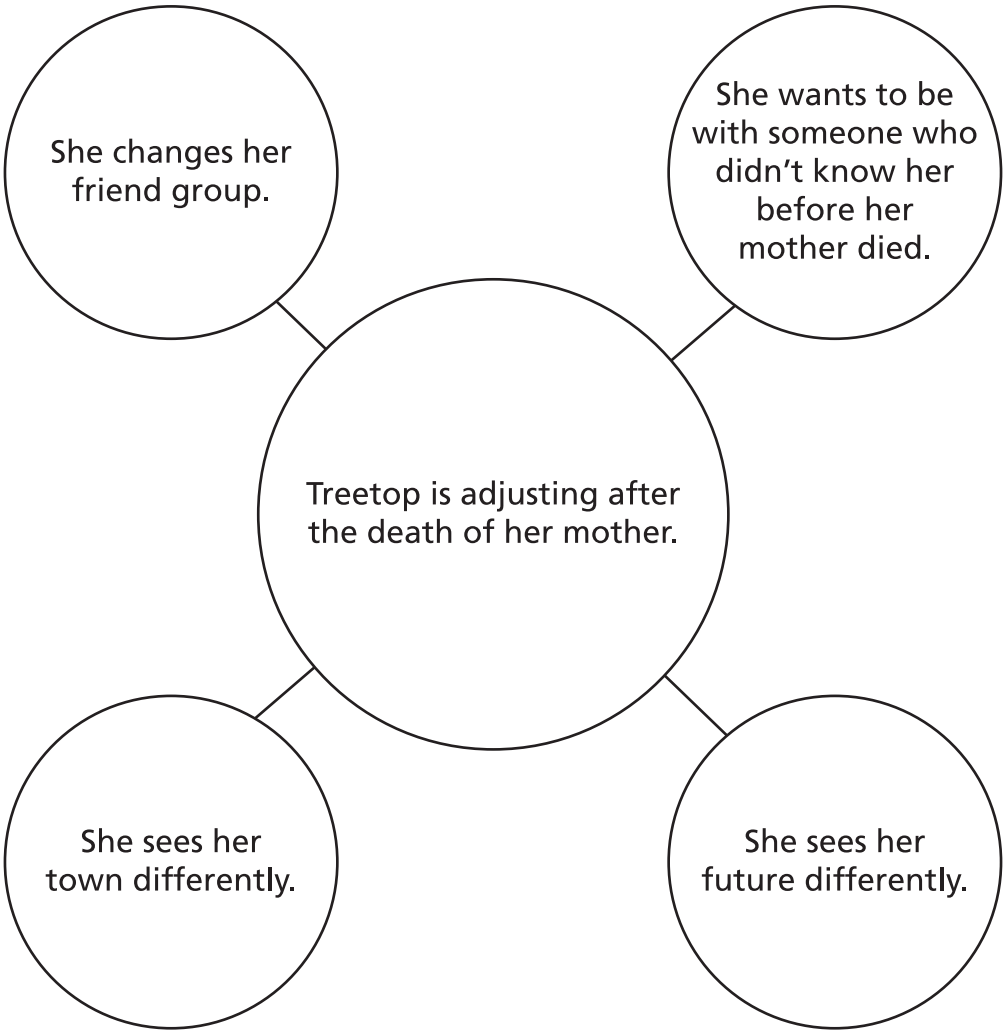
Problem-and-Solution Chart



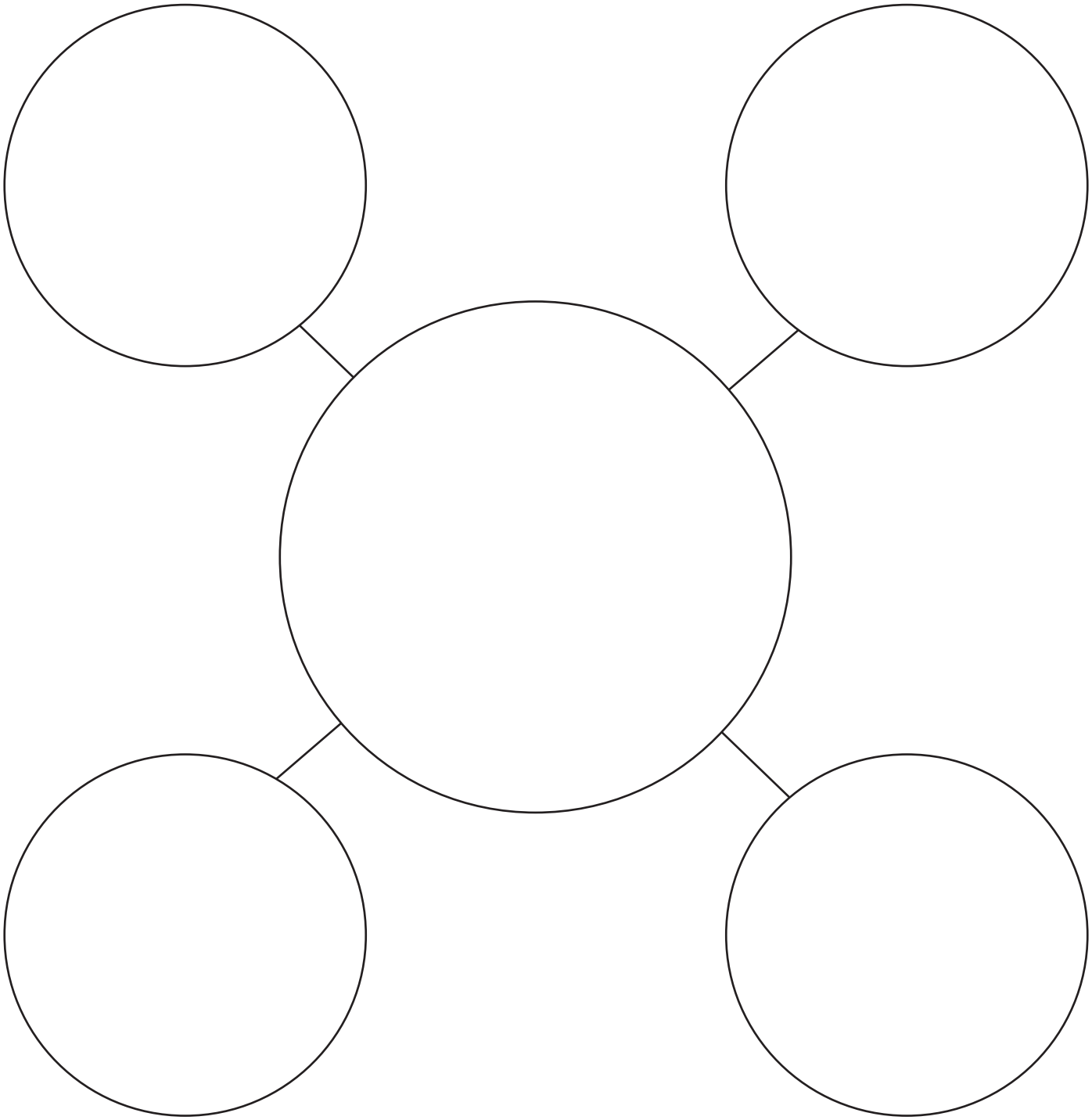
Main Idea–Details Cluster Map

Use to identify main idea and supporting details.

EXAMPLE



Main Idea–Details Cluster Map



Story Map

Use to track plot, conflict development and resolution, and other narrative elements.

EXAMPLE

Beginning

Merci and her father and brother head to a new painting job.

Middle

1. Merci and Roli find out they are painting part of their school.
2. Roli is embarrassed to be there for work.
3. Students at the school make a mess and do not apologize, making Merci angry.
4. Merci's father and brother do not get upset, and this makes Merci angry. She is ashamed when the students laugh at her family.

End

Merci begins to realize why her father has to act differently with other people. She feels sad and angry. Roli cheers her up at the pool.

Story Map

Beginning

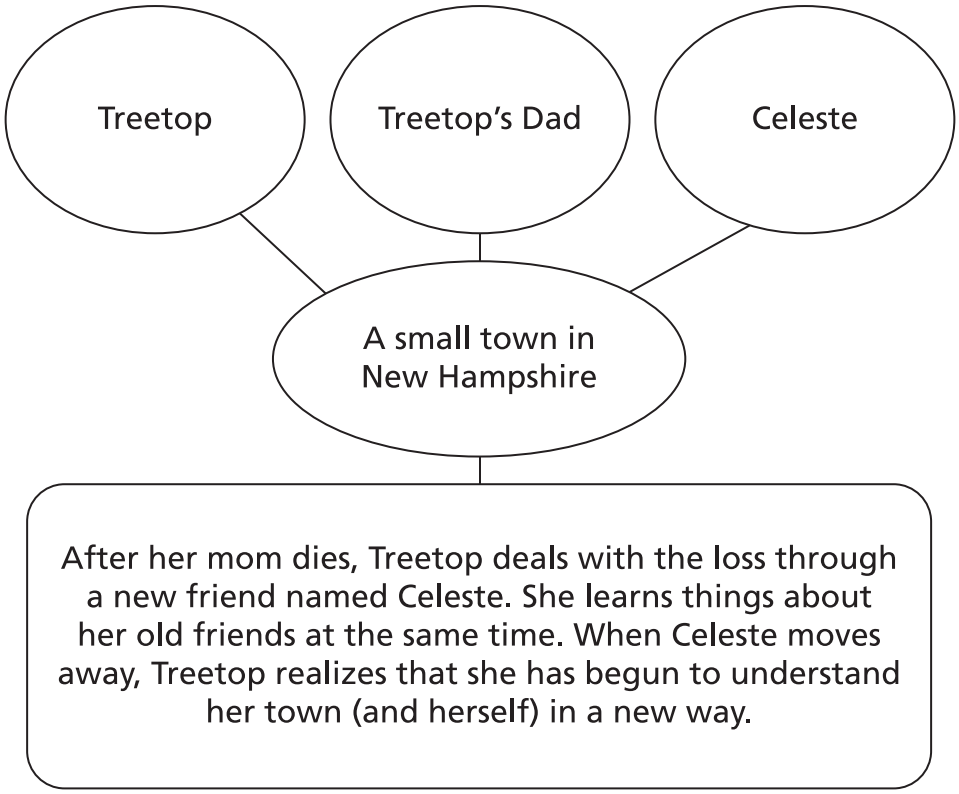
Middle

End

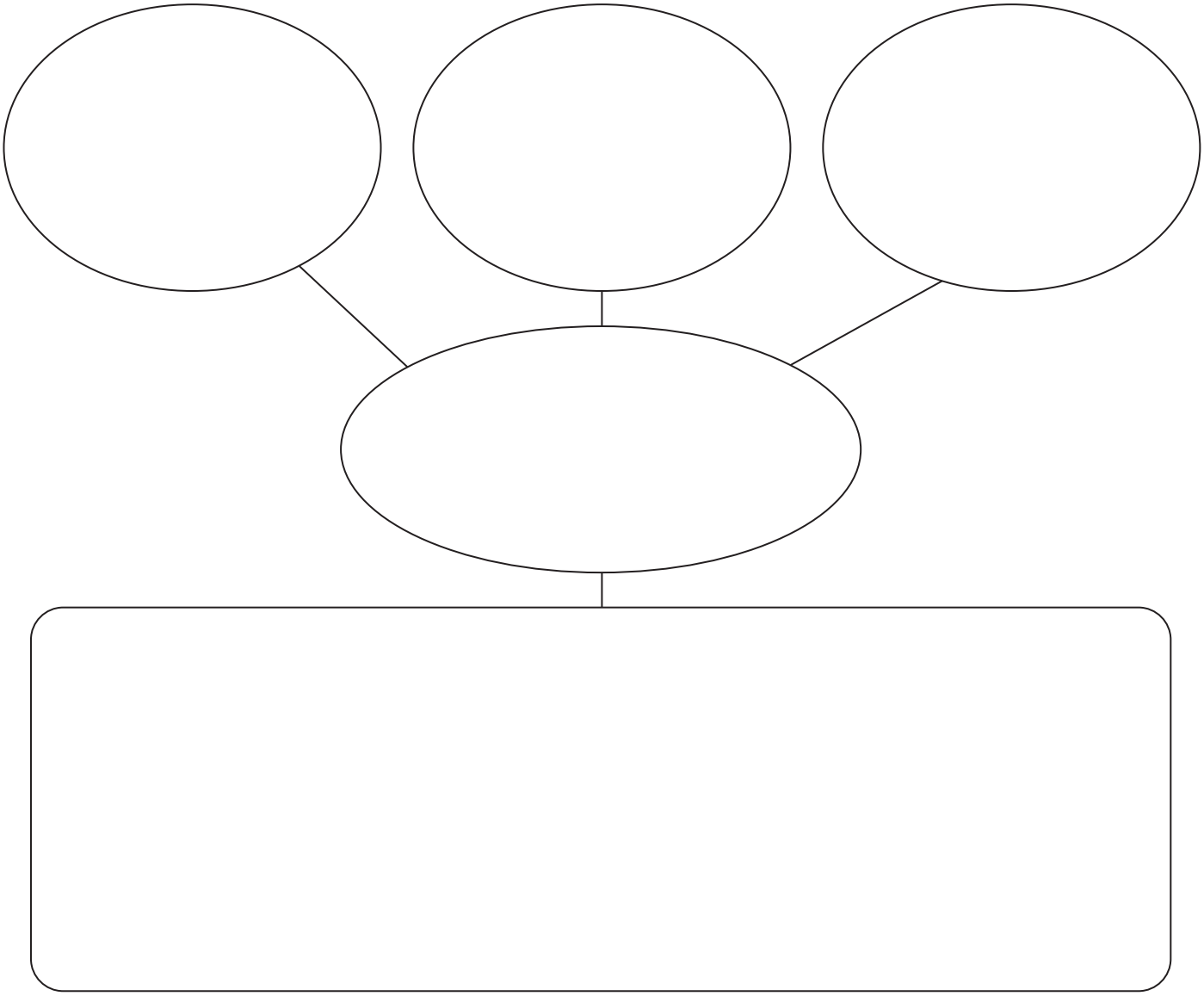
Character-Setting-Plot Diagram

Use to identify characters, setting, and plot in a narrative text.

EXAMPLE



Character-Setting-Plot Diagram



LANGUAGE FUNCTIONS

Use this chart to understand the functions of language that are used every day and in academic, office, or business settings. Understanding the purposes for communication, examples, and prompts will engage and support English learners.

The Student Will . . .	In Order to . . .	Key Words and Phrases	Teacher Prompts
Inform	Retell Paraphrase Summarize Give examples Explain Describe Define Restate Identify Illustrate Name	*for example* *for instance* *shows that* *illustrates that* *explains that*	Summarize . . . Describe . . . Tell about . . . Show how . . . What happened?
Compare and contrast	Distinguish Compare Contrast Recognize Find differences Find similarities Find commonalities Differentiate	*similarly* *in contrast* *differently* *in comparison*	Compare and contrast . . . Differentiate how . . . How are . . . and . . . the same (different)? What do . . . and . . . have in common? Do these two items . . . ?
Order or sequence	Organize process Outline Order List Arrange	*first* *next* *then* *last* *finally*	What happens first/last? Put these events in time order. When does . . . take place? What happens before/after? Put these items in order of importance.
Classify or categorize	Classify Categorize Include Arrange Group Label	*characteristics* *features* *elements* *types* *methods*	What is the theme/style/pattern of . . . ? What types of . . . are described here? What traits do these items share? Sort these ideas by . . .

The Student Will . . .	In Order to . . .	Key Words and Phrases	Teacher Prompts
Analyze	Analyze Calculate Choose Diagram Break down Deduce Detect Discriminate Separate Subdivide Transform Support Determine cause/ effect	*if . . . then . . .* *as a result of* *part/whole* *component of* *fraction of*	What is the main idea? What details support the main idea? What are the causes of . . . ? What are the effects of . . . ?
Infer and conclude	Predict Make inferences Draw a conclusion	*inference* *conclusion* *probably* *guess* *clues*	What does the text say about . . . ? What do you know about . . . ? How do you know . . . ? What can you infer? The logical conclusion is that . . . will happen next because . . . Why did that happen?
Justify or persuade	Justify Argue Persuade Convince Support Test Verify Express point of view Make a claim State a thesis Provide evidence Provide reasoning Debate	*claim* *evidence* *support* *reasoning* *justification* *call to action*	What is your viewpoint on . . . ? What reasoning supports the viewpoint? What evidence supports your reasoning? How would you convince someone that . . . ? Justify your claim about . . .

The Student Will . . .	In Order to . . .	Key Words and Phrases	Teacher Prompts
Solve problems	Solve Hypothesize Recommend Determine Present problem Offer solution	*question is* *answer is* *problem/solution* *remedy* *fix* *solve*	What is the problem? What are possible solutions? How might these solutions be put in place?
Synthesize	Compile Develop Document Integrate Modify Reconstruct Generalize	*Source A says that . . . while Source B says that . . .* *According to both Source A and Source B, . . .* *Source A and Source B disagree about/ conclude . . .*	What does Source A say about . . . ? How do Source A and Source B relate/connect to each other? How do these viewpoints affect the way you think about . . . ? Use these sources to make a generalization about . . . How is your thinking about . . . changed by . . . ?
Evaluate	Appraise Assess Criticize Critique Determine Discriminate Distinguish Evaluate Judge Recommend Rate Rank Measure Develop criteria	*good/bad* *best/worst* *effective/ineffective* *most/least important* *most/least unimportant*	What is your favorite/least favorite . . . ? Why is this useful/not useful? Why is this important/not important? Why is this valuable/not valuable? Why is this effective/ ineffective?

LANGUAGE TRANSFER ISSUES

There are a variety of issues that students can encounter when learning English, including those that highlight how many principles within English are not universal. The following are major areas of note for monolingual teachers:

- **Sound-symbol correspondence:** Phonics, or how the written symbols of a language relate to the units of sound within a word
- **Syllabic learning vs. individual phonemes:** How languages vary in the use of phonemes, or the units of sound within a word
- **Phonetic awareness:** Blending sounds using onset (letters before the vowel) and rime (vowel and letters after it) versus using body (letters up to and including the vowel) and coda (consonants that come after the vowel)
- **Grammatical construction:** Use of gendered/ungendered nouns and pronouns, subject-verb number and agreement, tenses, gerunds, articles, and superlatives/diminutives
- **Syntactic order:** The arrangement of words and phrases in sentence creation

Sound-Symbol Correspondence

In languages that are sound based, the concept of sound-symbol is a transferable skill. In English, the sound-symbol relationship is complex. Students will have trouble hearing and reproducing sounds that are not in their own native languages.

- Speakers of Romance languages will have a similar alphabet, but Arabic and Russian languages have distinct alphabets.
- In Spanish, there is a one-to-one relationship between letter and sound. In Somali, there is a one-to-one relationship between vowel letters and vowel sounds.
- Asian characters are meaning-based. If students have learned some English prior to attending school, it is likely that they've learned all English vocabulary as sight words (English word posted next to Chinese word) without being exposed to phonics. Some speakers of Hmong learn it as an oral language without learning sound-symbol correspondence.

Listening for Individual Phonemes

Spanish speakers learn phonics syllabically (e.g., *ma, me, mi, mo, mu*). Asian-language speakers are also accustomed to listening for syllabics rather than individual phonemes because the characters do not correspond to single sounds as English letters do.

Onset-Rime vs. Body-Coda

Onset is the initial consonant sound or blend in a syllable. Rime is the first vowel sound. English and European languages have an onset-rime structure (i.e., segmenting *can* into *c-an*). But not all language can be segmented that way. Body-coda blending, however, places more emphasis on the vowel sound. The vowel sound is the body, and the coda is the consonant sounds that come after the initial part of the word with the vowel sound.

For example, Korean has a body-coda structure (i.e., segmenting *can* into *ca-n*). For native Korean speakers learning English, the onset-rime structure will be particularly difficult.

Onset: st	Rime: amp
Body: sta	Coda: mp

Grammatical Constructions

The third-person singular form of regular verbs in the present tense (e.g., *He goes)* is specific to English and requires extra practice for all English learners. English has a larger number of verb tenses than most languages. Also, the way possessives are formed in English can be different from other languages.

- Chinese speakers do not have gendered pronouns. They use auxiliary words instead of inflected endings (e.g., *-s or -ly*) or forming verb tenses. They do not differentiate between countable and uncountable plural nouns.
- Arabic speakers have three categories: singular, dual, and plural, as compared to the two (singular and plural) in English. Also, Arabic speakers differentiate differently between countable and uncountable plurals. Arabic speakers do not have an indefinite article (e.g., *a*, *an*) and use the definite article more often than English speakers.
- Russian speakers have two kinds of superlatives and use many more diminutives (communicating affection and informality) in ways that English speakers do not. Russian adjectives, pronouns, nouns, and past-tense verbs all must agree in gender, of which there are three (male, female, neuter).
- Somali speakers inflect their nouns, which are gendered (male or female). There are no indefinite articles, and most nouns are countable.
- Hmong pronouns do not change between subject and object. Nouns are not made plural, and verbs are not modified for tense. Gerunds do not exist.

Syntactic Order

At the beginning stages of language learning, students tend to plug new vocabulary into the syntactical order of their native language.

- English, Chinese, and Russian have an SVO (subject-verb-object) structure (e.g., *The boy likes oranges*), and in both Chinese and Russian, the adjectives precede the noun they describe (e.g., *red house*). However, in Russian that order can be changed to create emphasis.
- Romance languages, Somali, and Korean have an SOV (subject-object-verb) structure. In Romance languages, the adjective usually comes after the noun and has gender and number agreement with the noun. In Korean, adjectives can be formed with inflected endings and come at the end of a sentence.
- Arabic is VSO (verb-subject-object). The adjectives, which follow the noun, agree in gender and number with the nouns.
- Haitian Creole does not use a different pronoun to signify gender or number. Plurals are sometimes indicated with the inflected ending *-yo* but may not be indicated at all. Articles are often omitted. Adjectives are placed after the noun. Markers are used to show time rather than verb tenses. Intonation without auxiliaries is used to form questions.

Sound Interference Between English and Other Languages

Spanish	
Consonants: What to Know/Focus On	• /h/ in the initial position isn't pronounced. • /s/ in the initial position isn't pronounced without adding a vowel sound in front of it. • /v/ sound is replaced with /b/. • /j/ and /dz/ are indistinguishable.
Vowels: What to Know/ Focus On	• Short/long vowel confusion • Certain vowels sounds don't exist in Spanish: short a in *cat*, short u in *cut*, oo, shwa.
Other Challenges	• False cognates • Lack of correspondence between symbol and sound • /r/ inside of consonant blends • Different rules for syllable stress

Chinese	
Consonants: What to Know/Focus On	• Final sounds are often swallowed. • Discriminating between voiced stops /p/, /t/, /k/ and unvoiced stops /b/, /d/, /g/ • Production of /v/, /z/, and the sounds in ba**the**, bei**ge**, and ju**dge** • Discrimination between initial /l/ and /n/ (Cantonese) • Production of a "dark" /l/ after a vowel (*owl*, *coal*, *mole*) • Production and discrimination between final nasals /n/, /m/, /ng/ • Production of /r/ and distinguishing between initial sounds /l/, /r/, /w/ • Distinguishing between sounds /v/ and /w/ • Consonant blends in initial and final position (in words and also in contractions)
Vowels: What to Know/ Focus On	• Production of initial long *e* sound without adding /y/ sound (*east*/*yeast*) • Long/short vowel discrimination (*chick*, *cheek*, *eat*/*it*) • Discrimination between different short vowels (*bat*/*bet*, *tan*/*ten*, *cat*/*cup*, *hot*/*hut*)
Other Challenges	• Syllabic stress • Sentence intonation

Korean	
Consonants: What to Know/Focus On	• Consonant sounds /f/ and /v/ do not exist, so /f/ may be heard as /p/ and /v/ may be heard as /b/. • Production of final sounds and discriminating between voiced stops /p/, /t/, /k/ and unvoiced stops /b/, /d/, /g/ • /s/ and /sh/ sounds are paired with vowel sounds, so /s/ before long *e* or short *i* will be uncomfortable. • /s/ that is drawn out in medial or ending sounds is not familiar. • Difficulty with /r/ often replacing with /l/ or flap /D/ • Difficulty with voiced and unvoiced /th/ • Production of soft *g* • Consonant blends in initial and final position (in words and also in contractions)
Vowels: What to Know/ Focus On	• Long/short vowel discrimination • Discrimination between different short vowels
Other Challenges	• Syllabic stress • Sentence intonation • Vowel reduction

Arabic	
Consonants: What to Know/Focus On	• Consonant sounds /v/ and /p/ do not exist, so /v/ may be heard as /f/ and /p/ may be heard as /b/. • Production of /v/, /z/, and the sounds in ba**the**, bei**ge**, and ju**dge**
Vowels: What to Know/ Focus On	• Difficulty with *oo*, substituting long *o* or *ow* (*yo* or *yow* for *you*) • Difficulty with short *i*, substituting short *e* (*set* for *sit*) • Difficulty with short *o*, substituting short *u* (*put* for *pot*)
Other Challenges	• Consonant blends are difficult, leading some speakers to insert a vowel between consonants.

Somali	
Consonants: What to Know/Focus On	• Consonant sounds /v/, /p/, and /z/ do not exist, so /v/ may be heard as /f/ and /p/ may be heard as /b/; there may be exposure to /z/ if Arabic is also spoken.
Vowels: What to Know/ Focus On	• No diphthongs; vowels don't have more than one sound. • Double vowels are treated as emphasis.
Other Challenges	• Tones are used to mark gender and number distinctions.

Russian	
Consonants: What to Know/Focus On	• Difficulty with /w/, /v/, /l/, /r/, /h/ and /th/ • Adding voice to voiceless sounds, substituting /b/ for /p/ • Substituting /s/ or /z/ for /th/
Vowels: What to Know/ Focus On	• Fewer vowel sounds than English, so discriminating vowel sounds is difficult (e.g., *hut, hurt, hat,* and *heart*) • Over pronunciation of unstressed vowels (schwa) • Over pronunciation of the /r/ in *r*-controlled vowels (e.g., *cart*) • Difficulty with long *o*
Other Challenges	• Word stress is challenging since Russian word stress is flatter.

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